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A revised summary report based on a self-survey published in September 1957. Incorporates improvements effected as part of the follow-up program on the original self-survey. It analyses the educational task of the University; clientele; resources (financial stability, size and competence of faculty, adequacy of library and other physical facilities); organization structure; curriculum and instructional program; conditions of faculty service (salaries, service load, retirement, insurance, fringe benefits, opportunities for professional growth, recruitment, appointment, promotion and tenure); student personnel services (admission, guidance, records, campus activities, extra-class activities, housing, financial aids, student employment, graduate placement); and extent to which the University is accomplishing its task.

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The
UNIVERSITY OF DAYTON SELF-SURVEY

Final Report

Revised Summary Edition

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
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Dayton, Ohio
September, 1959

By wisdom the house shall be built, and
by prudence it shall be strengthened.
Proverbs 24, 3.

DEDICATED TO

Rev. Andrew L. Seebold, S.M., Ph.D.

under whose leadership as

PRESIDENT OF THE UNIVERSITY

the Original Self-Survey

and the follow-up Self-Improvement Program

as incorporated in this report

were made possible

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TABLE OF CONTENTS

SECTION PAGE

Introduction xv

I. THE EDUCATIONAL TASK OF THE UNIVERSITY 1

- History and Character of the University
- General Statement of Purposes
- The Primary Task
- The Secondary Task
- General Appraisal

II. CLIENTELE TO WHOM THE UNIVERSITY ADDRESSES ITS TASK 15

- Nature of the Clientele
- Orientating New Faculty Members
- General Appraisal

III. RESOURCES OF THE UNIVERSITY FOR CARRYING OUT THE TASK . . . 25

- ~~8.~~ 10 Financial Stability
- Appraisal of Fiscal Position
- 9 Faculty - Composition, Size, and Competence
- Appraisal of Faculty
- Library Facilities
- 6 Appraisal of the Library
- Physical Facilities
- 8 Appraisal of Physical Facilities

IV. ORGANIZATION FOR CARRYING OUT THE TASK 65

- 1. General Control
- Administration
- Faculty Organization
- Faculty Committees
- Institutional Studies
- Plans for Future Development
- General Appraisal

V. CURRICULUM AND INSTRUCTIONAL PROGRAM FOR CARRYING OUT THE TASK 89

- 5 The Curricula
- General Education
- 18 Special Education: Professional and Technical
- Student Scholarship
- 21 Alertness of the Instructional Staff
- General Appraisal

TABLE OF CONTENTS

SECTION PAGE

VI. CONDITIONS OF FACULTY SERVICE FOR CARRYING OUT THE TASK . . 135

9

- Salaries
- Service Load
- Retirement, Insurance, Fringe Benefits
- Opportunities for Professional Growth
- Recruitment, Appointment, Promotion, Tenure
- General Appraisal

VII. CONDUCIVENESS OF STUDENT PERSONNEL SERVICES TO CARRY OUT THE TASK 155

21

- Guidance of Prospective Students
- Admission of Students
- Orientation
- Counseling Program
- Student Records
- Extra-Class Activities
- Housing
- Health Service
- Financial Aids to Students
- Graduate Placement
- Follow-Up Program
- General Appraisal

VIII. EXTENT TO WHICH THE UNIVERSITY IS ACCOMPLISHING ITS TASK. . 191

21

- Acceptance of Purposes
- Relation of Purposes to Practices
- Grades, Scholarship, and Drop-Outs
- Student Achievements
- Services to the Community
- General Appraisal

RECAPITULATION 217

RECOMMENDATION 218

LIST OF TABLES

TABLE NO. PAGE

1. University of Dayton Enrollment since 1955 16
2. Enrollment in Summer Sessions since 1955 17
3. Geographical Areas Served by the University 17
4. Character of the Student Body 18
5. Enrollment Trends 19
6. Number of Applications and Number of Acceptances 21
7. Additions to the Physical Plant 27
8. Total Book Collection Compared with Current Expenditures by Subject Areas 35
9. Acquisition of Books During the Last Five Years 36
10. Holdings of Periodicals 37
11. Periodical Holdings by Subject, 1956-57 37
12. Number of Titles Listed in Indexes, 1958-59 38
13. Other Libraries Available to Faculty and Qualified Students . . 39
14. Library Expenditures and Percentage of Total University Expenses 39
15. Library Expenditures for Each of the Four Large Library Purposes 40
16. Circulation of Reserve Books per Student 41
17. Circulation of Two Weeks' Loan Books per Student 41
18. Circulation of Periodicals per Student 42
19. Identification of the Present Library Staff 44
20. Estimate of Enrollments, 1959 through 1971 84
21. Curricula Pursued by Full-Time Day Students 89
22. Line-up of Course Offerings in Philosophy and Theology 95

LIST OF TABLES

TABLE NO. PAGE

23. Contract Salaries for 1959-60 136

24. Current Faculty Salary Scale 137

25. Number of Classes of Various Sizes for the February 1959 Semester 139

26. Factors Considered in Academic Promotions 147

27. Relative Weight of Factors in Academic Promotion 147

28. Persons at Each Rank Leaving the University in the Last Three Years 148

29. Broad Grouping of Campus Activities 162

30. Statistics on Utilization of the University Health Service for 1958-59 169

31. Statistics of the Scholarship-grant and Loan Program 171

32. Scholarships Offered to High Schools and Scholarships Accepted 1959-60 173

33. Total Number of Scholarships Awarded for 1959-60 173

34. Student Part-time Employment: Comparative Years 178

35. Acceptance of University Purposes by Students 192

36. Extent to Which Stated Purposes Provided Motivation to Students to Enter the University of Dayton 193

37. Point Average Distribution for 1929 Upper-Classmen 1st Semester 1958-1959 198

38. Point Average Distribution for 1219 Freshmen 1st Semester, 1958-1959 199

39. Cumulative University-wide Rate of Attrition 200

40. Community Service Offered by the Division of Specialized Educational Services for the Fall of 1959 204

41. Personnel Appointees (Fiscal 1957-1958) 207

42. Active Projects, 1957-1958 208

LIST OF CHARTS

CHART NO. PAGE

1. General Government of the University 70
2. Administration of the University 71
3. Academic Administration 72
4. Student Personnel Administration 73
5. Special Activities Administration 74
6. Financial Administration 75
7. Business Administration 76
8. Pattern of Studies in Philosophy 99

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INTRODUCTION

This Revised Summary Report is based on the University of Dayton Self-Survey which was published on September 27, 1957 and which comprised three bound volumes of 1250 pages. This is a "revised" report on two counts: (1) it incorporates the improvements effected during the past two years as part of the follow-up program on the original Self-Survey; (2) it departs from the Revised Manual of Accrediting of the North Central Association, which had been used for the original 1956-57 Self-Survey, and follows the new Guide for the Evaluation of Institutions of Higher Education published in 1958 by the Commission on Colleges and Universities of the North Central Association. It is a "summary" report in that it endeavors to present as briefly as possible all the essential data of the revision. This was deemed advisable in order to reduce the dimensions of the original copy to manageable size.

At the close of each section of this report is a "General Appraisal" which is based on the combined judgments of the Faculty Committee on Self-Improvement and the Faculty Committee on Graduate Study. The latter, in order to give as much validity to its judgments as possible, formed a "Pseudo North Central Visitation Committee" which was charged with the task of conducting a detached and critical examination of the Institution's entire operation. Under the chairmanship of Dean Maurice Graney, the examiners submitted their 33 page report in a special meeting with the President and the Dean of the University. It is this report that was relied upon most heavily for the judgments that have gone into the general appraisals and in the final recommendation.

Since the principal purpose of this report is to assess the University's position with regard to initiating a graduate program leading to the Master's degree (particularly for use by the North Central Association in its program of advisement to member institutions), it may be helpful at this point to review briefly both the University's backgrounds relating to graduate work and its approaches in recent years toward resumption of graduate studies.

The University initially offered its organized program of graduate studies in May, 1939. At this time the offerings of the Graduate Division were limited to the Departments of English and Education. In January, 1943, the offerings of the Division were expanded to include the fields of economics and psychology, in each of which a graduate minor became available.

In 1946, Rev. George Renneker, S.M., who was then University President, notified the North Central Association that the University of Dayton was discontinuing its graduate program. This move was dictated by the new and extensive demands made on the undergraduate programs by reason of the sudden increase of undergraduate student enrollment (accounted for largely by the unprecedented influx of G.I. students).

In the first year of Rev. Andrew L. Seebold's administration as President of the University (1953-1954), the advisability of resuming graduate work was entertained; and in the spring of that year the idea of a University Self-Survey was first proposed as the necessary vehicle for gaining North Central Accreditation of the proposed graduate undertaking. Since that time, the University found itself beset by problems of rising enrollments, increased demands on educational services, new needs of serving the qualified youth of the entire Dayton community, and strained physical facilities. It found it necessary to shelve temporarily the thought of reestablishing the Graduate Division and hence the immediate need for a Self-Study.

The initial proposal for the Self-Survey of 1956-57 was made in October of that year by a sub-committee of the Administrative Council in charge of planning a ten-year development program. The thought of the Sub-Committee which prompted the Self-Survey went far beyond the immediate objective of possible graduate work. Consideration of the total development of the University as it might be planned for at least the next ten years proved to be the real incentive. The proposition received ready endorsement by the Administrative Council and was announced by the President at the general faculty meeting held on November 16, 1956.

Communication was immediately made with the North Central Association in which information regarding the University's plans for resuming graduate work was relayed and in which materials for conducting the self-survey of the Institution were requested.

After the appointment of a General Chairman and Co-Chairman to head the Self-Survey effort, eleven men holding key administrative positions were approached to serve as chairmen of the eleven proposed areas of investigation, in accordance with the standards published in the REVISED MANUAL OF ACCREDITING of the North Central Association. Each of the eleven men graciously accepted the responsibility. The names of these area chairmen were approved by the Academic Council in its meeting of November 26.

In a letter under date of November 29, 1956, addressed to all members of the staff, the General Chairman indicated that the Self-Survey represented a large-scale undertaking requiring a searching self-analysis of the entire University, that it would involve the continuing work of more than fifty different sectional committees, and that if it were to succeed it would necessitate the all-out cooperation of at least 150 staff members. In response to his call for volunteers, the gratifying number of 200 staff members indicated their willingness to serve. All 200 were immediately enlisted for service.

The Self-Survey was officially inaugurated at the opening meeting held on December 7, 1956 which was attended by members of the Administrative Council, members of the Academic Council, and the various chairmen of the Self-Survey. Key-note addresses were delivered, committee organizations were announced, goals and target dead-lines were established.

At the February 15 General Meeting of the Self-Survey, the President announced the members of the Board of Critical Review to which the following functions were assigned: (1) to serve as a team of experts to evaluate the comprehensiveness, the integrity, and the general adequacy of the area committee reports; (2) to search for additional ways and means of guaranteeing the reliability and validity of the Self-Survey; (3) to serve as a board of final and confidential recourse (for individual staff members and for groups); (4) to call upon other staff experts for consultation on moot questions; (5) to be responsible for the final report; (6) to evaluate the findings in terms of North Central Association standards.

The Board of Critical Review conducted hearings of the Area Committee reports from July 8 through August 1, 1957, and then turned over all the reports to the appointed editor for publication. The three volume final report of the University of Dayton Self-Survey was published on September 27, 1957. It contained the following recommendation of the Board of Critical Review:

> That active planning for the inauguration of graduate work be continued, but that no formal application be filed with the North Central Association until at least a year hence, when the University will have had more adequate time to strengthen itself on the undergraduate level.

The Board of Critical Review elaborated further by stating that "from numerous indications in the Survey reports interest in and demand for graduate offerings are sufficiently strong to warrant the establishment of a graduate division. However, the weaknesses in the undergraduate structure of the University uncovered by the Survey are of such a nature that prudence would seem to dictate a postponement of plans to file application with the North Central Association. At the same time, the Board is convinced that the recommendations of the Survey offer such clear-sighted and practical solutions to the problems besetting the University that if they are conscientiously carried out, the more glaring weaknesses and deficiencies of the University can be corrected within a relatively short time. It therefore suggests that during the coming year the University concentrate its best efforts and its resources on a vigorous program designed to carry out effectively the major recommendations of the Survey."

Thereupon, the President, in conference with his Administrative Council, appointed a standing committee of the faculty on Self Improvement (familiarly referred to by the staff as "The Watch-Dog Committee") and charged it with the responsibility of determining the extent to which the recommendations of the Self-Survey were being carried out. The committee was instructed to report the results of its findings each year at a formal meeting of the entire faculty.

On July 16, 1958, a re-evaluation of the University's position with regard to graduate work was completed. The Administrative Council at that time observed that while tremendous improvements had been made during the past year, nevertheless, certain areas were seen to be still deficient to warrant the extension of the University's program to include the new function of graduate work.

Consequently, a Faculty Committee on Graduate Study was appointed and was charged with the responsibility of ascertaining both the extent of improvements made during the course of the following year (1958-1959) and the Institution's readiness to add the graduate function to its program.

In order to expedite its responsibility, the Faculty Committee on Graduate Study included in its agenda the forming of a Pseudo North Central Visitation Committee to conduct a detached and critical examination of the entire Institution.

Utilizing the "Amendments to the Self-Survey" prepared by the Faculty Committee on Self Improvement and basing themselves on the North Central Association's new Guide for the Evaluation of Institutions of Higher Education, the examination of the entire University was made by this Pseudo North Central Visitation Committee on May 11 through May 20. The examiners submitted their typed 33 page report to the Pseudo North Central Commissioners (in the persons of Prof. Louis J. Faerber, S.M. and Rev. Raymond A. Roesch, S.M.) in a special meeting on June 5, 1959. The President and the Dean of the University were present for the hearing of this report in order to speak in behalf of the University's true position.

Subsequently, the Pseudo North Central Committee of Examiners issued its typed summary report which concluded with the following recommendation: "It is recommended that the University of Dayton be permitted to initiate a program of graduate study at the Master's level."

In a separate meeting of the President's Administrative Council, this recommendation was deliberated and was unanimously adopted for action. Thereupon the Administrative Council delegated the further responsibility to the Committee on Graduate Study to prepare the Revised Summary Report of the Self-Survey together with indication of plans for the contemplated graduate program for submission to the North Central Association by early September, 1959, as the University's formal application to resume graduate study. The

Committee on Graduate Study promptly voted the present editor the task of preparing the copy, and of processing the publication of this Revised Summary Edition of the University Self-Survey for release in the first week of September, 1959.

The Editor
August 15, 1959

SECTION I

THE EDUCATIONAL TASK OF THE UNIVERSITY OF DAYTON

Before delineating the University's conception of its educational task, it is important to identify the historical roots of the institution.

HISTORY AND CHARACTER OF THE UNIVERSITY

The University of Dayton was founded in 1850 by a group of pioneer educators belonging to the Society of Mary, a religious organization of the Roman Catholic Church that had been established in France in 1817 by Rev. William Joseph Chaminade. The pioneers purchased an estate comprising one hundred and twenty-five acres of land in the southern section of Dayton, Ohio, and opened a school in the Stuart Mansion located on the property.

With the beginning of the scholastic year on September 1, 1850, the school, known as St. Mary's Institute, was already accepting boarding students. The published curriculum of the school included: reading, writing, English, grammar, French, German, arithmetic, geometry and mensuration, bookkeeping, history, geography, drawing, vocal music, botany, agriculture, and horticulture.

Up until the 1880's all the pupils received what today would be termed an elementary and secondary education. In 1882, by act of the general assembly of the State of Ohio, the Institute was empowered to grant college degrees.

The year 1903 saw a complete reorganization of the various classes into four departments: the Preparatory, the Academic, the Classical, and the Scientific. A commercial department was added in 1905 and an engineering department in 1910.

After 1912 the school came to be known as St. Mary's College. Under a revised charter, granted by the State of Ohio in 1920, the school was raised to the rank of a university and assumed its present name -- the University of Dayton.

Responding to the needs for higher education, the University inaugurated evening classes in 1920 and summer sessions in 1923. Day classes, previously restricted to men, were opened to women students in 1935. Today the University, with a total enrollment of approximately 6,000 students, is the largest independent college in Ohio and one of the ten largest Catholic universities in the nation.

From the time of its inception the University has been and continues to be directed by the Society of Mary, a religious order devoted primarily to teaching. According to its canonical Constitution, the Society "teaches only in order to educate." Education, in turn, is defined as comprising "all the means which enable (teachers) to sow, cultivate, and render fruitful the Christian spirit in souls in order to lead them to a sincere and open profession of true Christianity."[1] The latter phrase of this definition, setting forth the aim of Marianist education, is the most authentic expression of the University's purpose from the very beginning and indicates the fundamental reason for its existence. The convictions underlying this purpose are clearly reaffirmed in the following statement:

> Religious faith in God and man alone can justify educational or any other human endeavor. No stable

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[1] Constitutions of the Society of Mary. Dayton, Ohio: Mount Saint John Press, 1937, Articles 272, 261.

> basis can be found for life's ennoblement except in the practical belief in the supreme dignity of the person, in human freedom, and in the law of universal love. For us this faith finds its highest expression and its full incarnation in the life, the teachings, the sacrificial death, and the final triumph of Jesus of Nazareth, the Christ, the Son of God. We seek earnestly, even though at times falteringly and fumblingly, to make His way the world's way of life, and thereby to spread His Kingdom on earth.[2]

Hence, in its deepest sense, the institution serves as an apostolic university since it has as its basic purpose the multiplication of Christians.

Although conducted under Catholic auspices, the University is not an exclusively denominational institution. At the present time approximately 40 per cent of the student body is non-Catholic. While assuring to its Catholic students every facility for spiritual growth and development, the University also provides general moral instruction for those of other faiths.

GENERAL STATEMENT OF PURPOSES

The avowed purposes of the University as published in its catalog are succinctly stated as follows:

> Education, which has its ultimate aim to prepare man for what he must be and what he must do here below in order to attain the sublime end for which he was created, is necessarily a life-long process in which many agencies participate. As one of these agencies, concentrating its efforts in the area of higher education, the University of Dayton professes to provide an academic atmosphere in which Christian principles of thought and action are the essential integrating and dynamic forces impelling the student to pursue, to cherish, and to disseminate what is true, good, and beautiful.

---

[2] Rev. George J. Renneker, S.M., "Annual Report of the President," THE UNIVERSITY OF DAYTON ALUMNUS (June, 1945), p. 6.

In promoting this formation the University envisions the harmonious development of the student's natural and supernatural capacities and contributes to this objective by helping him to acquire and develop sound religious and moral convictions, broad knowledge and basic intellectual habits, physical vigor and emotional stability, keen awareness of social responsibility, specialized professional attitudes and competencies.

To assure the achievement of these objectives the University endeavors to provide for all its students competent instruction, tempered discipline, and prudent counseling, together with appropriate physical surroundings and opportunities for participation in a variety of curricular and extra-curricular activities.

The University is convinced that by imparting such a well-rounded education to as many students as possible, it is preparing worthy members for both the Church and the State. Moreover, by offering to these institutions its physical and human resources for the discovery and dissemination of truth and for the rendering of those specialized educational services that fall within the area of its competence, the University seeks to fulfill as fully as possible the mission to which it is committed by its official motto -- Pro Deo et Patria, For God and Country.[3]

THE CHIEF TASKS AND THEIR IMPLEMENTATION

The chief tasks which emerge from the University's "Statement of Purposes" are essentially two in number and may be identified as primary and secondary. Its primary task is to promote the harmonious development of the student's natural and supernatural capacities. Its secondary task is to serve the country and the local community in specialized capacities that fall within the area of its competency.

THE PRIMARY TASK

In order to show how the University endeavors to carry out its primary task, it will be necessary to distinguish between the harmonious development of the student's general capacities and the development of his special capacities. The general capacities are those which flow directly from man's nature, namely: the religious, the intellectual and moral, the social, and the physical. The special capacities are those which enable the student to prepare for the various professions and careers.

---

[3] UNIVERSITY OF DAYTON BULLETIN: CATALOG 1959-1960, volume 70 (February, 1959) no. 2, p. 3.

The following synoptic presentation may provide a more comprehensive view of and a more positive guide to the whole University enterprise.

GENERAL EDUCATION

1. HARMONIOUS DEVELOPMENT OF THE STUDENT'S GENERAL CAPACITIES.

The University contributes to the harmonious development of the student by endeavoring to maintain a proper balance and perspective in his education based on a recognized hierarchy of values. The reason and the need for this harmonious development are to be found in the unity within man's nature: soul united with body.

The University endeavors to bring about this harmonious development of the student's general capacities through a carefully conceived and well-organized program of General Education.

By General Education the University means that education which every man, as man, should have.

Over and beyond his mere profession, man, as man, is (a) a creature, having definite relations with and obligations toward God, his Creator; (b) a person, possessing individual worth, dignity, responsibilities, and rights; (c) a member of society, having necessary relationships with and duties toward his fellow-men; (d) a human being, composed of body and soul in one substantial union, who seeking the welfare of his soul needs to give adequate attention to the welfare of his body; (e) an inhabitant of an ordered universe, which is governed by discoverable physical laws.

a. As a creature, man should know, love, and serve his Creator. Through the understanding and appreciation of his relationship with God, and of the practical implications following therefrom, man's religious capacities are awakened, exercised, and developed.

The University recognizes and strives to develop the student's religious capacity because it contends that man's rational nature postulates also the spiritual nature of his life principle, his eternal destiny, and the supernatural order. It does so through the following provisions:

(1) It includes the study of theology and/or theodicy in its required course offerings, and endeavors to provide for the inculcation of those habits of reverence, love, devotedness, obedience, and gratitude, which, taken together, constitute the virtue of religion.

(2) It emphasizes the effectiveness of good example by members of the faculty since it believes that to form a good Christian it is not necessary to devote the greater part of the time to the teaching of religion and its practices. "A truly Christian person can impart a Christian lesson by every word, every gesture, and every look."

The University, therefore, attempts to promote the Christian way of life by bringing its students into contact with men thoroughly imbued with Christian principles. It does this through the selective composition of its instructional staff composed of (a) a corps of men and women dedicated to religion by vow and life-consecration, and (b) dedicated lay instructors employed on the basis of their avowed acceptance of the purposes of the University.

(3) It requires weekly attendance at chapel services on campus for Catholic students.

(4) It sponsors religious activities of a voluntary nature.

(5) It provides counseling and guidance services for all students, including sacramental confession for Catholic students.

b. As a person, man should understand his own nature and its characteristic activities. These activities include particularly the quest for truth and for goodness.

The University recognizes and strives to develop the student's moral and intellectual capacities because it holds that he possesses two spiritual faculties -- intellect and will -- and maintains that the proper development of these powers consists in the cultivation of those habits of thinking and willing (the intellectual and moral virtues) which perfect him for the attainment of truth and goodness. Some of the specific provisions made in this regard are:

(1) It requires all of its students to take either the course in Principles of Christian Living or Ethics.

(2) Courses in the humanities and psychology figure prominently in the curriculum.

(3) It provides for tempered discipline and prudent counseling on the campus.

c. As a *member of society,* man should understand the social aspects of his nature, and should recognize the necessary relationships which he has with his fellow-men. Included in these relationships are those which arise from the fact that he is a member of a family, a producer and consumer of economic goods and services, and a citizen of a local, national, and world community.

The University recognizes and strives to develop the student's *social* capacity by developing in students an awareness of social dependence and a sense of social responsibility.

(1) It endeavors to develop this sense of social awareness and social responsibility specifically through courses in the social sciences.

(2) It develops the sense of social responsibility through an organized program of extra-curricular activities.

(3) It prepares its students to become profitable members of society by imparting the guiding principles and a basic foundation for the professional, business, and engineering careers, and by fostering participation in civic and social enterprises.

d. As a *human being composed of body and soul* in one substantial union, man needs to give specific attention to his physical well-being. Thus man in the pursuit of life activities, both individual and social, needs the knowledge and training basic to the development and preservation of sound physical and mental health.

The University recognizes and strives to develop the student's *physical* capacity because it respects the dignity of his body and realizes that it must be a fit partner and instrument of the soul. Hence a better physical well-being for the student is sought:

(1) Through required courses in health and physical education.

(2) Through the services of the Health Center.

(3) Through the R.O.T.C. training program required of all men students.

(4) Through organized intramural and intercollegiate athletics for both men and women.

e. As an *inhabitant of the physical universe,* man should have at least a basic understanding of the material world around him.

The University recognizes the student's capacity for exploring and modifying his physical environment as part of his general intellectual capacity to seek truth. Hence it strives to equip the student with a working knowledge of science, of its principles, its methods, and its discoveries.

It does this by including in its program of General Education the study of the natural sciences as well as the mastery of fundamental mathematics.

FEATURES OF THE UNIVERSITY'S GENERAL EDUCATION PROGRAM

A brief description of the salient features of the University's General Education program at this point will add to the understanding of how the University approaches its primary task.

(1) The Principle of Permanence. It will be noted that the above concepts regarding General Education stem from a philosophy of education which recognizes both a principle of permanence or fixity in all things and a principle of fluctuation or flexibility.

The University realizes that there are certain permanent elements in man's nature and in human society which are not changing and which are governed by the eternal principles of the moral law. Man is also limited by the moral law in his capacity and desire to modify his social conduct and respond to social change. Such democratic truths as inalienable rights, liberty, equality, human integrity are not subject to modification or change since they are basic to human nature. The University is convinced that failure to recognize these fundamental principles which have their sanction in the moral law would tend to bring about the moral collapse of the individual and deprive him of his most dynamic forces. Denial of these principles would tend to contribute to the disintegration of society and the loss of democracy.

On the other hand, many changes in society due to environment, time, place, new interests, and improved social conditions are constantly appearing. The University's program of General Education recognizes and evaluates the importance and worth of these changes, and it provides the necessary adjustments that should be made to such changes.

Consequently, the program of General Education at the University does not follow the principle of experimentation throughout. The core of its General Education program deals with concepts which are fixed and permanent on the basis of which experimentation and adaptation to change may be intelligently interpreted and guided. This core is essentially composed of the disciplines of philosophy and theology which serve as integrating factors in the total academic program.

(2) The Principle of Integration - Because the University possesses in the disciplines of philosophy and theology a vital principle if integration, the student is not burdened with a jumble of unrelated courses and subjects, but perceives the existence of certain universal principles which transcend the limits of the particular physical and social sciences. He comes to realize, for instance, that underlying the manifold physical, chemical, and biological phenomena there is a basic unity and order, the manifestation of a basic plan

and purpose, which can be explained only in terms of Supreme Intelligence. Again, in the study of sociology, economics, and political science, the student recognizes the impossibility of divorcing the conclusions of these sciences from the moral and religious precepts which govern all human actions.[4]

The specific means employed for making philosophy and theology the integrating factors in the total academic program are the following:

(a) Every non-Catholic student is required to pursue courses in philosophy that stress the rational foundations of religion, appreciation of the dignity of human nature, and the development of a philosophy of life in accordance with the finest traditions of Christian civilization. By their very content such courses are designed to lead students to accept the spiritual nature of man, his immortal destiny, and his need for religion. The minimum number of semester hours in these courses is eighteen. These courses in sequence are the following: Logic, Philosophical Psychology, General Metaphysics, Epistemology, Natural Theology, and Ethics. - Every Catholic student is required to pursue a full sequence of courses in both philosophy and theology amounting to a minimum of twenty-four semester hours.

(b) Members of the staff are constantly urged to discover in the subject-matter of their various courses relationships with the spiritual origin and destiny of the student, to indicate these, and to lead the student to solid religious convictions.

(3) Organization. The offerings of General Education are organized so that they can be articulated with the education that students have had in the secondary school. A large part of the program of General Education is basically a continuation, on a higher level, of the work offered in the secondary school.

The successful pursuit of the program presupposes the prior acquisition of certain basic habits and skills, such as the ability to study, to undertake research, to understand and communicate ideas, to interpret and evaluate judgments, to think critically, and to solve problems. To the extent that these habits and skills have not been acquired in previous schooling, the program of General Education endeavors to provide for their development.

At the time that the qualified entering student first registers, the character of his work already completed in high school is examined, and the student is directed into a program of General Education adjusted accordingly.

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[4] Dr. Richard R. Baker, "A Christian Concept of Education," Catholic Telegraph Register (March 17, 1950, Section 3), p. 8.

Whether the content of the General Education curriculum should be organized under traditional course titles or into new survey, fusion, or core courses is deemed a debatable issue which must be resolved in terms of student needs, available faculty, and the University's philosophy of education. This issue is still not completely resolved at the University. In any event, the University does not view its General Education narrowly as restricted to a formalized curriculum. In addition to content, properly so-called, the program includes such experiences as may be gained from group guidance and individual guidance, from extra-curricular activities, from participation in community affairs, from educational travel, and from work.

(4) Subserved by Special Education. The University's program in General Education overlaps to some extent with Special Education in so far as many of the courses of a professional nature (e.g. educational psychology, industrial sociology, economics, etc.) contribute to the objectives of General Education.

However, it must be realized that while the University has the responsibility to give specialized vocational preparation to the student, it has, nevertheless, a prior obligation to provide for the more basic and common needs arising from human nature itself. If this important responsibility is ignored or minimized, there is danger that the student will be usurped by his profession, that he will become a narrow specialist rather than a fully developed, integrated, human being.

SPECIAL EDUCATION

2. DEVELOPMENT OF THE STUDENT'S SPECIAL CAPACITIES.

The University recognizes and strives to develop in the student specialized vocational attitudes and competencies by reason of its declared intention to prepare students for the various professions and careers.

The University endeavors to bring about the development of the student's special capacities that equip him to undertake a vocational career through the specialized curricular programs in all the Divisions of the University.

a. The Division of Arts aims to furnish special preparation for various professions such as education, art, music, law, journalism, social service, personnel administration, foreign service, as well as the more comprehenisve forms of business and industrial activity.

b. The Division of Business Administration provides specialized preparation in Accounting, Business Management, Economics, Industrial Management, Personnel, Retailing, and Hospital Administration. It also offers a two-year Secretarial Studies Certificate Program.

c. The Division of Education is primarilty concerned with the professional preparation of teachers for the elementary and high schools. It includes specialized programs in Health and Physical Education, Business Education, Music Education, Art Education, Speech Education, and Home Economics Education.

   Provisions for professional competence are specifically made through: (1) adequate study of the various phases in growth and development of the human individual, (2) thorough study of the professional foundations which are common to all teaching, and (3) specialized study of the principles underlying a particular type and level of teaching.

d. The Division of Science endeavors specifically to prepare students for careers in biology, chemistry, geology, mathematics, home economics, medical technology, medicine (pre-medical program), nursing, and physics.

e. The College of Engineering offers professional preparation in the fields of Chemical Engineering, Civil Engineering, Electrical Engineering, Industrial Engineering, and Mechanical Engineering.

f. The Technical Institute offers a two-year college program of technical training for individuals preparing for positions in production, operation, and supervision. Also included is training for such supporting engineering positions as laboratory assistant, experimental technician, and draftsman.

THE SECONDARY TASK

The secondary task of the University is to serve the country and the local community in specialized capacities that fall within the area of the University's competency.

The University endeavors to carry out this task by offering to both the Church and the State (particularly within the immediate community) its physical and human resources for the discovery and dissemination of truth and for the rendering of those specialized educational services that fall within the area of its competence.

Interest in this objective can be traced through the history of the University; but additional emphasis has been placed on it in recent years. It is the conviction of the present administration that the modern American university has a responsibility to society over and beyond the offering of traditional courses of study.

The more important services which the University presently offers to the country and the community are channeled through three agencies, namely: (1) the Guidance Center, (2) the Research Center, and (3) the Division of Specialized Educational Services.

1. The Guidance Center serves not only the University but also elementary and high schools, industrial firms, social and welfare agencies, and individuals of the community. Specifically it offers psychological testing services and vocational counseling.

2. The Research Center is organized to centralize the negotiation and administration of the expanding research services performed by the University for government and industry. Included in the objectives of the Research Center are the following:

   (a) To advance fundamental knowledge.

   (b) To support the military needs of the nation.

   (c) To assist local industry, trade organizations, and governmental units in the solution of their problems.

3. The Division of Specialized Educational Services was organized to utilize more fully the physical and human resources of the University in the service of the community.

   (a) It serves as a clearing house for the designing of specialized programs for Dayton businesses, industries, and other organizations, as well as for rendering other important services to the community.

   In carrying out this function, the Division offers short courses, seminars, institutes, workshops, and conferences designed to supply man's social, cultural, economic, and religious needs.

   (b) It also serves as a liaison between individual faculty members and community organizations when such groups are in need of consultants, advisers, lecturers, and the like. Thus it enables the University to extend the sphere of its influence beyond the campus and to make its purposes operative in areas not normally reached by its regular educational program.

GENERAL APPRAISAL OF THE UNIVERSITY'S EDUCATIONAL TASKS

The educational tasks of the institution, while they encompass a very large area of responsibility, nevertheless are clearly and positively defined. At the same time, there is no question about the fact that the administration, faculty, and student body as well as the governing boards accept and support the stated tasks of the institution.

The very magnitude of the institution's undertaking makes it important, although quite difficult, to effect a desirable harmony between the institution's policies and practices, particularly in some of the departments, and its avowed purposes. Specifically there is need of the following:

1. Greater harmony between divisional and departmental statements of purposes and the University's statement of purposes.

2. Better demonstration of the effectiveness of the courses in philosophy and theology as integrating disciplines through purposefulness of the two departments concerned and through implementation by the instructors in the rest of the academic program. To effect a greater integration of the academic program as described in this report, there needs to be a corresponding integration of faculty members in their thinking and in their teaching.

The University is aware of these shortcomings and has empowered a Standing Committee on Purposes both to act in an advisory capacity in assisting the various divisions and departments to examine and, if necessary, to revise their respective statements of purposes and to devise ways and means to effect a greater harmonizing of policies and practices with the University's professed purposes.

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SECTION II

CLIENTELE TO WHOM THE UNIVERSITY ADDRESSES ITS TASK

The Society of Mary, which operates the University of Dayton, has as one of its principal aims to extend the blessings of a Christian education to as many persons as possible. Hence, while the University is Catholic in character, it welcomes students of other religious denominations provided they be qualified through academic aptitude and moral character.

In general, the policy of the University is to accept any worthy student who applies. Refusal to do so would be a failure in the performance of duty and a sacrificing of the tradition and spirit of the University of serving as many and in as many ways as possible.

Moreover, without losing the character and advantages of a private insitution, the University has attempted to take on some of the qualities of a municipal university, particularly by granting priority to students of the Dayton area. While it is not really a municipal university, it has been for almost a century a university for the citizens of Dayton; while it is a Catholic university, there is no discrimination of creed or race in its policy of admissions.

It must be clarified, however, that while the University is interested in serving as many students as possible, it does not intend by this policy to sacrifice quality for quantity. It makes no claim to accept all students who apply, but only such who give evidence of ability to succeed in and profit by the type of education it offers. Consequently, the University favors students who are intellectually alert, solidly moral, sincerely religious, whose social and professional aspirations promise to aid their intellectual development, and whose presence on the campus and in the classrooms will contribute to the best welfare of their fellows and will be an indication of the contribution to their communities after they leave college.

NATURE OF THE CLIENTELE

The total number of students (exclusive of the summer session) enrolled during the past year is 5,915. The following table will show the enrollment figures since 1955 of both full-time and part-time students broken down into their respective categories.

Table 1. University of Dayton Enrollment since 1955

	1955-56	1956-57	1957-58	1958-59
Full-Time Students:				
Freshmen	1115	1245	1154	1307
Sophomores	710	720	876	790
Juniors	498	564	582	598
Seniors	374	458	530	531
Unclassified	158	147	246	88
TOTAL FULL-TIME STUDENTS	2855	3134	3388	3324
Part-Time, Special Students	1797	2091	2103	2591
TOTAL (All Categories)	4652	5255	5491	5915

Table 2. Enrollment in Summer Sessions Since 1955

SUMMER ENROLLMENT	1955	1956	1957	1958	1959
Arts	151	153	156	158	170*
Business	137	129	127	127	140*
Education	582	652	777	954	1200*
Science	138	134	152	199	230*
Engineering	89	85	123	115	130*
Technical Institute	1	3	5	8	30*
TOTAL SUMMER ENROLLMENT	1098	1156	1340	1561	1800*

*Estimated.

The following statistics indicate the distribution of enrollment according to geographical area. The figures refer to day students only. Evening and summer students generally come from the Dayton area or from within commuting distance of the University.

Table 3. Geographical Areas Served by the University

AREA	NUMBER OF FULL-TIME STUDENTS	% OF ENROLLMENT
Dayton	1305	41.6
State of Ohio	873	26.2
Other States	992	29.8
Territories	34	1.0
Foreign	40	1.2
TOTALS	3324	99.8

The following breakdown of the day school enrollment into various classifications reveals the general character of the student body as shown in Table 4.

Table 4. Character of the Student Body

CURRICULUM	
Arts	405
Science	450
Business	805
Education	652
Engineering	759
Technical Institute	253
RACE	
White	3252
Negro	50
Oriental	22
CHURCH AFFILIATION	
Catholic	2562
Non-Catholic	762
MILITARY STATUS	
Veteran or in service	532
Non-Veteran	2792

The following comparative statistics (full time only) for the years 1951 and 1958 indicate the principal enrollment trends:

Table 5. Enrollment Trends

CLASSIFICATION	1951	1958	NUMBER INCREASE	% AGE INCREASE
Total Enrollment	1747	3324	1577	90.2
Freshman Enrollment	427	1317	890	208.4
Dayton Students	944	1385	441	46.7
Ohio Students	526	873	347	65.9
Out-of State Students	251	1026	775	308.7
Foreign Students	26	40	14	53.8
White Students	1656	3252	1596	96.3
Negro Students	66	50	-16	-24.2
Oriental Students	25	22	- 3	-12.
Catholic Students	1134	2562	1428	125.9
Non-Catholic Students	613	762	149	24.3
Men Students	1442	2705	1263	87.5
Women Students	305	619	314	102.9
Arts Students	318	405	87	27.3
Science Students	305	450	145	47.5
Business Students	533	805	272	51.0
Education Students	332	652	320	96.3
Engineering Students	259	759	500	193.0
Tech. Institute Students	43*	253	210	488.3

*Enrollment for 1952, when the Technical Institute was opened.

The University and Its Entering Students

The administration regards the following features of the University as the chief attraction for students: (1) the offering of a thoroughly Christian education through the services of a religious staff (Society of Mary) augmented by dedicated lay faculty members, (2) the recognized merit of the professional programs, (3) the quality of instruction, (4) the friendly student-centered environment, (5) the location of the University in an attractive and readily accessible locality in a modern city, (6) the successes of graduates, (7) the plentiful job opportunities both on the campus and within the city.

The academic ability of the University's entering students is measured by both general aptitude and special aptitutde tests administered by the University's Guidance Center. All students are given the SCAT. The median aptitude for the entering class in 1956 was 50 percentile; for 1957, 56 percentile; for 1958, 60 percentile.

The admission requirements as stated in the catalog are generally adhered to, although some exceptions are made, particularly when certain required courses have not been available to applicants. In all cases, however, only one deficiency in course requirement is permitted.

Limitations on the size of the entering class are placed to the extent that some divisions, departments, and programs have restricted facilities.

Table 6 provides data for the last three years on the number of students applying for admission compared with the number of applicants accepted.

Table 6. Number of Applications and Number of Acceptances

	Fall, 1955	Fall, 1957	Fall, 1959
Number of applications for admission to the Freshman class	1272	1862	2400*
Number of Freshman applicants accepted	1115	1100	1300*

*ESTIMATED

The institutions which seem to " compete " most directly with the University of Dayton for students are: Miami University, Ohio State University, Xavier University, Sinclair College, and Miami-Jacobs Business College.

ORIENTING NEW FACULTY MEMBERS

The University employs the following procedures in orienting new faculty members in matters pertaining to curricular development and instructional goals and procedures:

1. Basic orientation is handled by the Departmental Chairman and the Divisional Dean.

2. Instructional goals and procedures are reviewed in the first faculty meeting of each academic year.

3. A special bulletin issued by the Office of the Dean of the University outlines procedures.

4. Comprehensive sets of mimeographed bulletins on policies and practices are issued by the Dean and the Registrar containing important information on such matters as student attendance, enroll-

ment procedures, marking policies, organizational structure, advancement in rank, salary, etc. All of the above information is brought together in a faculty handbook which is now in process of completion.

GENERAL APPRAISAL

The significant trends that emerge from the foregoing factual presentation are the following:

1. In the past five years the University has increased its enrollment approximately 90 per cent. This increase is considerably higher than the national average.

2. The increase in out-of-town students has been three times as great as the increase of Dayton students. This can be explained in part by the expansion of campus and off-campus residence facilties.

3. The increased enrollment of Catholic students has changed the ratio of Catholic students to non-Catholic students from 2-1 to 3-1. This change is largely due to the increased enrollment of out-of-town students, virtually all of whom are Catholic. Since enrollment of out-of-town students is likely to be restricted in the future (by reason of limited residence facilities), the University will probably need to depend upon the Dayton area for future expansion of its enrollment. There is significance to the fact that the proposed graduate program would tend to draw students almost exclusively from the Dayton area.

4. With regard to curriculum, the greatest increases in full-time day enrollment have been in the Technical Institute (488 per cent), Engineering (193 per cent), and Education (96 per cent). It is expected that in the immediate years ahead increases will continue in the above three programs, particularly in the two-year associate

degree programs to which more local students will be attracted.

5. In terms of the proposed graduate program it is significant to note that the increase in part-time students of the Education Division (composed for the most part of in-service teachers) in both the evening classes and in the summer sessions has been well over 100 per cent. In the summer sessions, the enrollment of Education students each year has been more than half of the total enrollment. This could serve as one indication of the potential clientele for a Master's degree program for teachers.

There are areas in which the University might do more in the orientation and integration of new faculty members, but at the departmental level most instructors feel that their needs are well taken care of.

Taken all in all, it appears that the University is serving conscientiously and well the clientele whom it admits.

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SECTION III

RESOURCES OF THE UNIVERSITY FOR CARRYING OUT ITS EDUCATIONAL TASK

The principal purpose of this section of the Self-Survey Report is to gauge the extent to which the resources deemed necessary for the University to carry out its educational task are available. A summary report on the following items may be considered minimum essentials in estimating the University's necessary resources: Financial stability, sources of support, size and competence of the faculty, adequacy of the library, adequacy of other instructional facilities, and adequacy of physical facilities.

FINANCIAL STABILITY AND ADEQUACY OF FINANCIAL SUPPORT

The following summary statement of current income and expenditures for the year ended June 30, 1959 will reveal the extent to which the University is financially stable.

INCOME			
Educational and General Income			
Student Fees	2,082,180		
Endowment Income	32,525		
Gifts and Grants	28,850		
Sales and Services of Educ.	2,400		
Miscellaneous Income	40,600		
Contributed Services	230,000		
Organized Research	1,100,000		
Total Educational and General		3,469,855	
Auxiliary Enterprises		1,412,125	
Student Aid Income		16,710	
Total Current Income			4,945,390

EXPENDITURES

Educational and General Expenditures			
Administration and General	241,593		
Student Services	203,431		
Public Services and Information	80,904		
General Institutional	32,325		
Instruction	1,320,900		
Organized Research	973,000		
Library	59,793		
Operation and Maintenance	378,690		
Total Educational and General		3,290,736	
Auxiliary Enterprises		1,321,429	
Student Aid		63,124	
Total Current Expenditures			4,675,289
Excess of Current Income over Current Expenditures			270,101

The budget is prepared annually some four or five months in advance of its fiscal year which begins July 1. The budget is prepared by the Business Manager and the Comptroller with the assistance of the various deans and department chairmen. There is an established procedure for submitting the budget, and harmony exists between the budget and account classifications. In addition there is adequate provision for budget revisions to be carried forward in an orderly manner with the customary approvals.

The institution's endowment funds are kept intact, i.e. the assets of the endowment funds are not lent or transferred to other institutional funds.

Purchasing is centralized through a purchasing authority and an orderly procedure for making purchases is operative.

Auxiliary enterprises do their own purchasing but are subject to audit by the Business Office.

Student accounts are budgeted the same as are the expenditures of other departments of the University so that adequate supervision might be operative.

Final authority for investment policies rests with an investment committee, and the organization and planning for investments is well managed.

The institution is free from debt except for the unpaid balance on one dormitory which is a self-liquidating enterprise.

A number of significant additions have been made to the University's physical plant during the last ten years as Table 7 below indicates.

Table 7. Additions to the Physical Plant

Year	Additions	Cost	Source of Funds
1950	Field House	645,000	Gifts
1952	ROTC Building	217,000	University Funds
1954	Founders' Hall (Men's Dormitory)	1,300,000	HHFA Loan for Building Alumni Gifts for Furnishings
1957	Wohlleben Hall (Chemistry and Chem. Engineering Building)	1,700,000	Development Fund and Research Use Funds
1959	Sherman Hall (Science Building)	1,800,000	Development Fund and Research Use Funds

Plans are under way for the construction of at least two additional buildings within the next few years: a University Activity Center at an approximate cost of $1,800,000 and an additional classroom building intended primarily for courses offered in the Division of Business Administration at an approximate cost of $1,200,000. The anticipated source of the funds for these two new buildings is the Development Fund.

Appraisal of the University's Fiscal Position

There is every evidence that the University's income is stable and that the institution is not excessively dependent upon student fees for its educational activities. The stability of the income is reinforced particularly by the contributed services of the religious members of the faculty. This income is estimated as being equivalent to more than a $6,000.000 endowment fund. The income and expenditures budget is balanced and there appears to be adequate provision for essential educational activities in the light of the University's purposes. In general, the institution's fiscal position has kept pace with the general trends of the economy and can be considered definitely solid.

The University's budget indicates a well ordered business procedure with adequate provisions and control. The budgeted control of departmental and divisional expenditures is satisfactory, but at the present time is ineffective in the day to day operation of the various departments. This weakness, however, is a temporary one occasioned by the change to mechanization for budgeting and payroll which is presently taking place.

A satisfactory relationship exists between purchasing procedures and budgetary control. It appears that the lump sum budget for certain budget items might effectively be replaced by a page and line budget procedure although this would presume more business office personnel, particularly in the purchasing activity where there now exists an essentially one-man operation.

The general accounting plan is good as is the plan for accounting of auxiliary activities. The division of direct costs between auxiliary activities and the division of overhead between these appear to be excellent. The method of handling the accounting for student activities may be said to be good although there is an evident weakness in control of accounts of student organizations.

The investment program indicates that, through counsel of banks and an outside investment agency together with practices within the University, its policies are good.

In general it would be accurate to state that the fiscal policies and procedures of the University are good.

COMPOSITION, SIZE, AND COMPETENCE OF THE FACULTY

According to the official statement of the University as approved by the Academic Council on November 4, 1957, the faculty of the University of Dayton is composed of the following:

1. All full-time members of the instructional staff who are affiliated with an academic department.

    Interpretation:

    a. A full-time member of the instructional staff is one who normally teaches at least twelve (12) lecture (semester credit) hours or fifteen (15) clock hours, or whose principal affiliation is with an academic department of the University.

    b. The word "affiliated" is interpreted broadly enough to include academic personnel on official leave of absence and those who have been accorded the title emeritus. In doubtful cases, the President of the University determines whether affiliation has been retained or lost.

    c. Members of the instructional staff who do not qualify as "full-time" according to the above interpretation are designated as "part-time instructors," a title not identified with faculty rank.

2. The following members of the administrative staff:

    The President, Vice-President, Dean of the University, Dean of Students, Chaplain of the University, Director of Admissions, Dean of the College of Arts and Sciences, Dean of the College of

Engineering, Assistant to the Dean of Engineering, Associate Dean of Business Administration, Assistant to the Dean of Business, Associate Dean of Education, Assistant to the Dean of Education, Associate Dean of Science, Assistant to the Dean of Science, Director of the Technical Institute, Dean of Women, Registrar, Director of Evening Classes, Assistant to Director of Evening Classes, Director of Student Teaching, Coordinator of Student Field Experiences, Associate Director of Division of Specialized Educational Services, the Head Librarian.

The term "instructional staff" as employed by the University is a more universal term and comprises the following:

1. Professional Members
   - a. Full-time members with faculty rank (Faculty)
   - b. Part-time instructors
   - c. Assistant instructors
   - d. Librarians
   - e. Laboratory assistants
   - f. Laboratory technicians
   - g. T.V. technicians

2. Student Members
   - a. Instructors - Upperclassmen assigned to teach certain non-credit refresher or remedial courses.
   - b. Laboratory Assistants - Upperclassmen who assist in laboratory instruction and in the conduct of experiments.
   - c. T.V. Assistants - Students assigned to supervise T.V. classes, check attendance, gather and correct assignments, conduct discussion sessions, etc.
   - d. T.V. Proctors - Students assigned to supervise T.V. classes, check attendance, and collect assignments.
   - e. T.V. Technicians - Students who assist in operations and servicing of T.V. equipments.

The number of full-time teachers of the faculty employed during the past year was 216 with an average teaching load of 14 semester hours. The number of part-time teachers of the instructional staff employed during the past year was 164 with an average teaching load of 3 semester hours. Most of the part-time instructors teach in the Evening Division.

The ranks of the full-time teachers of the faculty are as follows: Professor, 33; Associate Professor, 66; Assistant Professor, 82; Instructor, 35.

The percentage of faculty members having an earned doctor's degree is 38.3; the percentage holding the master's degree is 49.7; and the others who have at least a bachelor's degree is 12.0 per cent. The average amount of graduate study completed by the faculty as a whole is 23 months.

The above figures include only those faculty members involved in the baccalaureate degree programs. They exclude faculty members who teach exclusively in the two-year terminal programs offered by the Technical Institute. These members are excluded from the tabulation simply because the initiation of a program of graduate study would not be dependent upon the faculty of the two-year terminal curricula. Faculty members from the Department of Military Science and Tactics are also excluded from the count because the University has no control over the appointment of the personnel of this department and hence exercises no direct responsibility over their academic credentials.

Some of the special projects in which individual faculty members have engaged during the past year include the following:

1. Special research undertaken by members of the biology department, the chemistry department, and the psychology department.

2. Through a series of workshops held on the campus, directed by Dr. Joseph J. Panzer, S.M., a high school guidance series (4 volumes) entitled Group Guidance for Boys was published by Henry Holt and Company.

3. Through a workshop conducted on the campus by Dr. Louis J. Faerber, S.M. and associates, a book entitled Our Lady in Education was published.

4. Television lectures extending through the greater part of the year (called "Culture Beat") were given by teams of faculty members.

5. The Cultural Lecture Series ("Books Worth Knowing"), instituted by

the faculty and presented on the campus for the general public, were delivered by faculty members.

6. Language records (German, Spanish, Russian) by Dr. Gerard Sullivan, S.M. were published.

7. Vis-Ed Cards were authored by various members of the faculty and published.

The above projects represent just a sampling; a much more extensive list could be extracted from the annual report of each department.

The outstanding strengths of the faculty appear to be: (1) Loyalty and devotedness to the University; (2) Cooperation and team spirit; (3) Shared concern for the fulfillment of the University's purposes; (4) Primary interest in teaching and in the desire to improve instruction; (5) High interest on the part of the majority in professional growth and development.

In the polling of a representative sampling of the student body, one of the questions asked was, "In your opinion, what is it that makes the University of Dayton superior to other colleges and universities?" The second highest number of replies made reference to "good instructors who are devoted to students and who know their subject and know how to teach it." (The highest number of replies made reference to "the religious atmosphere on the campus.")

Appraisal of the Faculty

In appraising the faculty as an important resource necessary for carrying out the task of the University, certain prior considerations should be made. As presently structured, the University offers full-time academic instruction to a daytime student body of approximately 3500 students.

Of this number approximately ten per cent is composed of students seeking associate degrees in two-year terminal curricula. One of these programs is the two-year secretarial studies certificate program specifically designed for those who plan to attend college only two years. A second program is offered by the Technical Institute which grants the associate degree in four separate terminal programs of study. In addition to the day student body, there is a part-time evening clientele of approximately 2500 students. A significant number of these are non-matriculated students, and a portion of the courses offered are distinct from those normally utilized in fulfilling the requirements for a bachelor's degree in one of the four-year curricula. Consequently, it is deemed inadvisable to equate the faculty serving both the terminal curricula and the part-time evening non-degree courses with the faculty serving the baccalaureate degree programs, for the former, competent though these members are for the purposes they serve, need not necessarily meet the traditional standards applied to universities.

Many of the faculty utilized in the terminal curricula are chosen, in part, because of their practical experience as well as their academic credentials. The result is that this faculty is well qualified in terms of needs and of objectives inherent in the specialized vocational curricula.

When consideration is made only of the faculty involved in the instruction of day students enrolled in bachelor degree programs, this faculty appears quite competent when evaluated by traditional standards. The percentage of the faculty holding the doctor's degree in the Divisions of Arts, Science, and Education compares very favorably with accredited liberal arts colleges. In the professional fields of Business Administration and Engineering, the percentage of faculty holding the doctor's degree is lower. This is not a critical situation because the doctor's degree is not the only terminal credential in these fields. The M.B.A. and C.P.A. credentials in Business Administration and the certification of Registered Professional Engineers in engineering are regarded by many as terminal. When these are considered, the faculties of Business Administration and of Engineering compare favorably with faculties of other institutions similarly accredited.

While it is true that the initiation of a graduate program would effect a drain upon faculty resources, the Committee on Graduate Study is of the opinion that the drain would be upon that limited faculty group best able not only to withstand the drain but also to replenish itself through the University's present program of faculty enlargement and improvement.

As a whole, faculty enthusiasm and interest in the University are extremely high. Faculty performance in the classroom and laboratory is good, and student opinion of the faculty is high.

THE LIBRARY FACILITIES

The library constitutes to an increasingly large degree one of the most important of all the facilities of a university. It is generally recognized as the heart of any great university. Classroom, laboratory, and library alike are useful only insofar as they contribute to the students' intellectual, spiritual, and social development. The library contributes to the learning process as definitely as either of the other two. If it does not, then the library fails in performing its proper function.

The library of the University of Dayton has for its primary purpose the support of the educational program of the University. The curriculum is followed as closely as possible. Supplementary areas are developed as the needs dictate and as the funds permit.

This part of the survey will report on the following aspects of the library respectively: books and periodicals, expenditures, usage, staff, and housing.

Table 8. Total Book Collection Compared with Current Expenditures by Subject Areas

Subject Library of Congress Classification	Percent of Total Collection	Percent of Total Expenditures
General Works--A	1.00	.20
Philosophy and Psychology--B	3.00	7.00
Religion--BL	11.00	7.00
History--CDEF	16.00	10.00
Geography and Anthropology--G	2.00	.40
Economics--H	7.00	7.00
Sociology--HM	3.00	4.00
Political Science and Law--J-K	2.00	3.00
Education--L	8.00	8.00
Music--M	2.00	1.00
Fine Arts--N	2.00	3.00
Languages--P	2.00	1.00
Literature and Fiction--PN and Fiction	20.00	12.00
Science--Q	10.00	21.00
Medicine--R	2.00	1.00
Agriculture--S	.60	.20
Technology (Engineering)--T	7.00	14.00
Military and Naval Science--UV	.60	.40
Bibliography--Z	1.00	.60

Books and Periodicals

The total number of accessioned books and periodicals is more than one hundred and five thousand (105,000). (This includes the eleven thousand volumes of the Marian Library housed within the same building as the central library and equally accessible to students and faculty.) This total collection is numerically small considering the wide curriculum of the University; however, new book purchases are very well paced with demands.

The percentage of book holdings, according to the Library of Congress classification system, is shown in Table 8.. The committee report indicated that while the book collection adequately supported the educational program of the University, there was need for more copies of individual titles.

Table 9 points out that accessions during the past year have more than quadrupled those made in 1953-54.

Table 9. Acquisition of Books During the Last Five Years

Year	Books Purchased
1953-1954	1,949
1954-1955	3,049
1955-1956	3,724
1956-1957	4,654
1957-1958	7,824
1958-1959	9,220

The reference collection has 70 per cent of the titles listed in Basic Reference Sources by Louis Shores.[1]

Periodicals at the present time number eight hundred and seventy-two (872) titles received. Table 10 reveals that titles have more than doubled over the past five years.

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[1] Louis Shores, Basic Reference Sources. Chicago, Illinois: American Library Association, 1954.

Table 10. Holdings of Periodicals

Year	Magazines Received
1953-1954	427
1954-1955	584
1955-1956	651
1956-1957	688
1957-1958	790
1958-1959	872

Official interviews were held with each department chairman to gain evaluation of holdings in terms of present curriculum. Many times the department chairman indicated that filling in back files was not so important but that all titles should be maintained. It was generally acknowledged that the holdings were good and that micro cards and microfilms could supply some otherwise unavailable materials. Table 11 shows periodical holdings based on the figures of 1956-1957.

Table 11. Periodical Holdings by Subject, 1956-57*

Subject	Number	Percentage
General Works	75	9.00
History	24	3.00
Sociology	45	5.00
Science	141	16.00
Language--Literature--Bibliography and Library Science	56	7.00
Medicine	15	2.00
Philosophy--Religion	91	11.00
Economics	90	11.00
Political Science and Law	34	4.00
Music--Fine Arts	16	2.00
Education	126	15.00
Technology	127	15.00

*688 periodicals were received this year; 168 were discontinued this year and, hence, not included. Statistics are from the Permanent Periodical File.

Indicative of the good selection of titles received is the number of current periodicals (i.e. the 872 received this past year, 1958-59) listed in the standard indexes as follows:

Table 12. Number of Titles Listed in Indexes, 1958-59

Name of Index	Number of Total Held	Percentage
Applied Science and Technology	80 of 198	40.00
Business Periodical Index	52 of 121	43.00
Catholic Periodical Index	79 of 112	71.00
Education	111 of 164	68.00
International	62 of 121	36.00
Reader's Guide	85 of 109	78.00

The Library of Congress classification catalogue procedures and schemes are used throughout the regular book holdings. All departmental libraries are serviced through the central library. Each department has its card catalog and file. Shelf list and main entry are also filed in the central library. Periodical files are maintained for all holdings.

Also accessible to both faculty and qualified groups of students are the valuable collections of the following libraries, most of them connected with institutions affiliated with the University of Dayton, shown in Table 13.

Expenditures

The library budget has shown steady increases in amount and is currently increasing about fifteen per cent per year. Table 14 shows the expenditures each year since 1953 along with the percentage of the total University educational and general expenses each year.

Table 13. Other Libraries Available to Faculty and Qualified Students

Name of Library	Number of Volumes
Dayton Public Library	536,800
Engineer's Club	6,600
Mount St. John#	23,000
St. Charles Seminary at Carthagena, Ohio*	28,957
Dayton Art Institute*	5,000
Regina Heights*	12,600
Wright-Patterson Air Force Base Technical Library*	80,000
Miami Valley Hospital*	8,000
St. Elizabeth's Hospital*	1,000
Dr. Horace H. Coryell's Home Library	3,000
Dayton State Hospital Library	7,500
Veterans Administration Center*	37,400

#Indicates U.D. Extension Center

*Indicates institutions affiliated with the U.D.

Table 14. Library Expenditures and Percentage of Total University Expenses

Year	Library Expenditures	Percentage
1953	$25,378	2.10
1954	22,869	2.70
1955	37,595	2.90
1956	45,529	2.75
1957	56,841	2.59
1958	66,636	3.05
1959 (budget)	90,710	2.88

On breaking down the library expenditures each year into the four large areas of library purposes, the following kinds of disbursements are revealed in Table 15.

Table 15. Library Expenditures for Each of the Four Large Library Purposes

	1954-55	1955-56	1956-57	1957-58	1958-59	(budget) 1959-60
Books, pamphlets, and periodicals	9,065	13,277.84	16,052.22	19,445.78	23,233.00	28,150.00
Binding and re-binding	935	1,442.87	1,672.85	1,759.37	1,911.00	2,000.00
Salaries of library personnel (including part-time workers and student assistants)	12,009	21,660.40	26,159.92	33,867.30	39,426.00	54,300.00
Supplies and equipment (excluding operation and care of the building)	860	1,214.00	1,644.53	1,769.18	2,066.00	6,260.00

The library budget is prepared each year by securing requests from each department and combining these with the needs of the library itself. Each department chairman is contacted personally at budget time for submission of the needs of his department after consulting his staff. These amounts are totaled by the librarian. The library staff adds its total of estimated costs for general reading and reference works, for binding, for salaries, and for supplies. The librarian presents his total budgetary needs to the budget committee for approval. The budget is accurately administered and controlled by the library staff.

Library Usage

The central library has closed stacks except for the fiction and biography books. However, the new libraries in Wohlleben Hall and in Sherman Hall plus the curriculum library of the Education Division have open stacks.

Figures of the first semester of 1958-59 reveal that the full-time faculty (216) withdrew an average of eight books. During the same five-month period the full-time day students (3,433) withdrew 11.8 books per student. These figures do not include the use of books in Wohlleben Hall, the curriculum library, the Marian Library, or the science library.

The rather good circulation of books from the new book racks in the central library shows considerable interest in extra-curricular reading.

Books showing widest circulation are those placed on reserve for students by the instructors as may be seen in Table 16.

Table 16. Circulation of Reserve Books per Student

Year	Books per Student
1953-1954	6.8
1954-1955	5.7
1955-1956	7.3
1956-1957	8.6
1957-1958	9.0

The circulation of two weeks' loan books among students has increased considerably during the past five years so that at present it is well over 6.5 books per student.

Table 17. Circulation of Two Weeks' Loan Books per Student

Year	Books per Student
1953-1954	4.8
1954-1955	4.7
1955-1956	4.0
1956-1957	4.9
1957-1958	6.5

The use of magazines has correspondingly increased over the past five years as may be seen in Table 18.

Table 18. Circulation of Periodicals per Student

Year	Magazines per Student
1953-1954	1.6
1954-1955	2.0
1955-1956	2.4
1956-1957	3.9
1957-1958	4.9

Interlibrary loan service has been carried on through the reference librarian and has been used almost exclusively by faculty members. The library has a microfilm reader and a microfilm file. There is also a microcard reader which is used by some of the faculty members.

The library regularly informs instructors when publications in their fields are received. As soon as any book which had been ordered for purchase arrives, the instructor who had placed the order (through the department chairman) is automatically and immediately informed through a standard notice. Booklists of all books added to the library are regularly distributed to all members of the faculty; instructors frequently underline titles appropriate for their courses to earmark them for their respective reserve shelves. Frequently mail pertaining to the announcement of new books or periodicals is redirected to department chairmen or to individual instructors. Faculty members frequently make use of the thermofax machine in the library to make copies of subject lists found in bibliographies of journals.

Regular and systematic instruction in the use of the library is given to all freshman students in the orientation courses. This instruction is given by the official librarians. In addition, instructors of the various departments, most frequently of the English department, request librarians to instruct classes on using the library for the writing of research papers.

The central library publishes monthly the A.E.L., which attractively presents to all patrons information and the latest news concerning the library and its holdings.

Library Staff

Since the central library is open eighty-four hours each week including Saturday and Sunday afternoons, the services of the professional librarians are scheduled in such a way as to permit at least one librarian to be available for reference duty for the full time that the library is open; in this way students need never to rely entirely on clerical or student help. The Education Curriculum Library has a full-time supervisor. The Marian Library has two full-time staff members on duty seventy hours a week. Wohlleben Hall Library has an attendant on duty forty hours a week; a professional librarian is assigned to visit the departmental libraries regularly.

The professional staff of the central library (not including the Marian Library) is made up of four full-time and two part-time librarians. The services of the Librarian Emeritus, who acts in an advisory capacity, are also used.

Memberships are held in the American Library Association, the Ohio Library Association, and the Catholic Library Association. Each year some of the staff have attended professional conventions. Staff meetings are held irregularly, because the staff is small and daily problems can be discussed as soon as they arise. Professional journals are routed to each member; this enables the staff to remain alert to current news and progress.

Academic rank has been granted to the Head Librarian. All of the professional Assistant Librarians are on the Instructional Staff of the University. The salary scale of professional librarians is based on that designated for an Assistant Professor of the University.

The non-professional staff is made up of six clerks supplemented by students who work approximately two hundred and fifty (250) hours per week.

Table 19 identifies the various members of the library staff with their respective areas of responsibility and their credentials (exclusive of the two full-time members of the Marian Library staff).

Table 19. Identification of the Present Library Staff

Name of Staff Member	Title or Area of Responsibility	Number of Months of Work Required	Highest Degree in Library Science, or Extent of Training in Library Science	Non-Library Science Degrees Held
Francis Deibel	Departmental Circulation	11	B.S. in L.S.	B.A.
Evelyn Dodd*	Part-time	*	M.S. in L.S.	B.A.
Sister M. Pelagia	Curriculum	11	--	Ph.D.
Walter Roesch	Head Librarian	11	B.S. in L.S.	M.A.
Francis Ruhlman	Head Librarian Emeritus		B.S. in L.S.	B.A.
John Verder	Catalog	11	B.S. in L.S.	B.A.
John Vigle	Reference	11	M.S. in L.S.	A.B.
Mary Vincze*	Part-time	*	--	A.B.

*Mrs. Dodd is in charge on Saturdays and on Sunday afternoons.
Mrs. Vincze is doing archival work and microfilming.

In addition to the above, the Marian Library (which is housed in the central library building and makes its eleven thousand holdings equally accessible to students but which is independently controlled) has two full-time staff members plus a full-time secretary. The Director of the Marian Library has the degrees of M.A., S.D.L., and Ph.D. The full-time Assistant Librarian has the B.A. degree and pursues work toward a degree in library science during the summer sessions. The Marian Library is devoted to the collection and dissemination of literature concerning the Blessed Virgin Mary. During the past ten years it has become of national and international importance. One of its achievements has been the publication of the Union Catalogue which contains listings of Marian works contained in libraries throughout the world. While the Marian Library is open to anyone on the campus, its service has been largely of a national and international character.

Housing of the Library

The central library is excellently housed in a separate building erected in 1928. Three wings are planned for future expansion. Its location is at the main entrance to the University campus. Although the library's location at the main entrance is on the west side of the campus and current University expansion is taking place toward the east, the distance is not too great for anyone to use the central library.

With the current vacating of the Guidance Center from the central library building, the library will have two additional reading rooms and additional stack area. This will give the central library (beginning this next semester, 1959) a total of six large reading rooms with a combined seating capacity of three hundred and seventy-five (375). In addition to the central library, the new Wohlleben Hall library seats fifty students; the Education Curriculum Library seats twenty-five; and the Sherman Hall of

Science seats fifty. This makes for a total seating that accommodates five hundred students, or approximately fifteen per cent of the full-time student body.

Appraisal of the Library

The University of Dayton in recent years has grown in both size and complexity. During this period the library has been able to keep pace with such growth. In the last five years the rate of book purchases has more than quadrupled. The number of periodicals likewise increased from 427 titles in 1953-54 to 872 titles currently received. The seating capacity has expanded from 150 to 500 and is now able to accommodate fifteen per cent of the student body.

The central library is open seven days a week for a total of eighty-four hours, has closed stacks, and students may check out as many books as they wish. The departmental libraries are open only forty hours per week and are not staffed by professional librarians. It would be desirable to have professional librarians with some science and engineering background in the Sherman Hall of Science and the Wohlleben Hall libraries. The librarian in the Education Curriculum Library has had teaching experience in both the elementary and high schools and in teacher education on the college level with specialties in language arts and children's literature, and hence is very well qualified for her position.

The staff through the past five years has been augmented from four professional librarians, one clerk, and student help amounting to sixty hours per week to seven professional librarians, five clerks, and two hundred and fifty hours per week student help. Well-trained, experienced, and competent members compose the staff, and at least one is on duty at all times.

The library is well administered with clear-cut distinctions made between professional and clerical duties.

The library budget is properly prepared and well administered. Total library expenditures in recent years, while somewhat low in comparison with the total University expenditures, do reflect the enrollment growth and curriculum expansion and show good adjustment to the generally inflationary trend of the economy.

In spite of generally favorable conditions, actual use by both students and faculty is relatively low. Certain faculty members believe that use of the various professors' personal office libraries compensates for inadequate use of the general libraries, but this point is questionable. However, circulation has been rising steadily and surely. The library service to faculty members is good, especially the excellent system for informing instructors of new purchases.

There is good cooperation from the academic departments for the acquisition of new holdings, especially from the departments of geology, psychology, philosophy, mechanical, industrial, and chemical engineering. As a result of their efforts the holdings of these departments have been considerably strengthened. There is centralized cataloging, and a record is kept of all departmental holdings at the central library.

The physical plant of the library, as this is measured by quality of buildings, arrangement, accessibility, light, and equipment, is quite adequate. Especially laudatory are the definite plans and clear provisions for expansion.

PHYSICAL FACILITIES

The physical plant of a university should be adequate for the efficient conduct of the educational program and should contribute effectively to the accomplishment of the tasks as determined by the avowed purposes of the institution. This part of the survey will report on the following aspects of the physical plant: site, buildings, instruction rooms, practice school rooms, extension centers, general facilities, operation and care.

Site

The University of Dayton is located 1½ miles southeast of the center of the Dayton business district. If the Dayton area, to which priority is given in the enrollment of students, is taken to be the adjoining cities of Dayton, Oakwood, and Kettering, then the University is situated very near the geographical center of the subject area.

One block west of the University of Dayton campus is Brown Street along which two different lines of city and suburban busses operate. There is also a bus line along Stewart Street, adjacent to University of Dayton property. These busses serve directly the area to the south and southeast and indirectly, by means of connecting bus lines, the entire greater Dayton area. For out-of-town students, Dayton can be reached from all points in Ohio and other states by a total of eight state or federal highways. In addition, Dayton is served by three railroad systems and by two major airlines.

The University is situated at a commanding elevation on the west slope of a hill overlooking downtown Dayton and the Miami Valley. In general, the ground is well suited for the construction of multistory buildings. Only one section of the campus, the southern edge, poses a problem to construction due to a draw in the hill. This is not a very serious problem, however, as is evidenced by the football stadium which was built in this region in 1926. Some areas of the campus are well-landscaped with trees, shrubs, and grass; the northwest corner of the University grounds is particularly attractive in this respect through the arranged effects of a great variety of trees, numerous shrubs, and flower gardens. Some other areas are in need of landscaping efforts. Areas adjacent to new buildings are landscaped soon after each is completed. The services of a professional landscape artist have recently been secured, and a new, over-all landscape project is presently under way through advisement of the standing faculty committee on buildings and grounds.

Outdoor student activities are accommodated by a football stadium and playing field, a general purpose practice field, two softball diamonds, a soccer field, and eight tennis courts. The playing fields experience hard usage by intercollegiate and intramural athletics, and the ROTC drill classes.

Many students drive automobiles to school, and the University, like many other schools, has a parking problem. However, at the present time, there are facilities for parking 230 cars of faculty and staff, and 800 student cars.

The main University grounds comprise an area of 53 acres. In addition, the University recently purchased 20 acres of adjacent undeveloped land for future expansion purposes. At this time, the 53 acres are divided as follows: 23 acres in buildings, 11 acres in outdoor athletic fields, 8 acres in parking lots, and 11 acres in future building sites and the landscaped park. The University 15-year building plan, which is now in its fifth year, will result in the following disposition for the 53 acres: 30 acres in buildings and landscaping, 12 acres in athletic fields, and 11 acres in parking lots.

The site of the University is very well suited to the purposes of the Institution both for the present and the foreseeable future.

Buildings

The buildings currently in operation on the campus (not including the recently completed Sherman Hall of Science), provide approximately 500,000 sq. ft. of floor space for academic purposes and 240,000 sq. ft. for auxiliary enterprises. They were constructed over a span of years from 1870 to the present.

A group of older buildings including St. Mary's Hall, St. Joseph's Hall, Chaminade Hall, Zehler Hall, and the old gymnasium together with the University chapel formed the nucleus of educational facilities of the Institution for many years. These buildings are solidly constructed of masonry and are sturdy in their design, but some of them do not fulfill all the standards currently accepted for classroom-type buildings. The architecture is not uniform but appears to be of a style typical of the structures of the day when they were built. Some of the oldest buildings are scheduled for removal during the well-planned building program that extends through 1970. A large portion of the others have recently been, or are now being modernized by the installation of adequate lighting fixtures and by acoustical treatment of the ceilings. In general, these older buildings afford good instructional facilities.

Among the more modern buildings is Albert Emanuel Library (the central library), which is adequate for present needs when used in conjunction with the departmental libraries. The addition of three wings to this building is planned. A modern fieldhouse, built in 1950, serves as an instructional unit for physical education classes as well as for varsity and intra-mural athletics. A concrete stadium seating some 8,000 persons is adequate for present demands. Alumni Hall dormitory houses the religious faculty. Founders' Hall, built in 1954, serves as a dormitory for about 435 resident men students and some 75 more are housed in St. Joseph's Hall. All students housed in University operated facilities are enabled to eat at the University cafeteria located in Chaminade Hall.

A compact ROTC Building houses all military training activities and classes and, in addition, supplies some classrooms for general use. The Mechanical Engineering Building provides numerous laboratories for engineering and technical institute classes, and some space is available in it for recitation and lecture classes but the noise level from shops makes such use undesirable. Wohlleben Hall, opened in 1958, is an excellent modern building supplying facilities for chemistry, chemical engineering, and geology. The new Sherman Hall of Science is now ready for use (September, 1959), and will take care of all science departments other than chemistry.

These more recent permanent buildings on the campus are modern in both appearance and function. The architecture is typical of the present construction period, being of a type termed "moderate-contemporary." They neither stand out in extremes nor reflect ancient traditions but are primarily functional. These are fire-proof structures and capable of providing many years of service.

Some temporary buildings have served to accommodate certain classes (particularly in Business Administration), to provide space for a Student Union, and to house some faculty. They were constructed just after World War II to provide a means for handling the increased enrollments at that time. They are one-story, frame construction, and are not fire-proof. All of these are scheduled for removal in an orderly sequence. Because of the increased availability of room made possible through the opening of the Sherman Hall of Science, the Business Administration classes are now housed in St. Mary's Hall. The next building on the construction schedule is a Student Activities Center which will make it possible to take the present Student Union Building out of use.

The development plan for the University calls for the erection of either new buildings or additions to present buildings to strengthen each department. Although detailed plans of all of the structures have not been completed, it is expected that the architecture will conform to that of the more recent additions to the campus, namely, moderate-contemporary.

Instruction Rooms

A recent schedule of classes lists 72 classrooms and 41 laboratories used by the six academic divisions at the University. (These figures do not include the new Sherman Hall of Science which will be open for occupancy this September, 1959.) Analysis of the capacity and use of these classrooms and laboratories reveals the following information:

1. Size and Number of Classrooms: - In Column B is the number of classrooms which have a capacity equal to or greater than the capacity listed in the same line in Column A, but less than the capacity listed in the following line in Column A. A given room is counted only once in Column B. The total seating capacity of the 72 classrooms is 3371 students.

A	B
9 or less	3
10	1
15	1
20	3
25	2
30	9
35	3
40	11
45	12
50	6
55	7
60	6
70	4
80	3
90	0
100	1
	72 - Total Classrooms

2. Utilization of Classrooms: - From an analysis of the list of classes and the enrollment in each class the following facts are observed:

From 8:00 a.m. to 5:00 p.m., Monday through Friday, and to 12:00 noon on Saturday, classrooms are used variously from 8 per cent to 56 per cent of a nominal seating capacity. The average utilization of classroom capacity over the entire week is 33 per cent. Expressed in terms of square feet per student, the average utilization of classroom space over the above-mentioned period is approximately 48 sq. ft. per student.

3. Size and Number of Laboratories: - In Column B is the number of laboratories which have a capacity equal to or greater than the capacity listed in the same line in Column A, but less than the capacity listed in the following line of Column A. A given laboratory is counted only once in Column B. The total capacity of the 41 laboratories is 924 students.

A	B
9 or less	2
10	4
15	2
20	6
25	3
30	15
35	3
40	2
60	1
70	1
90	1
100	1
	41 - Total Laboratories

4. Utilization of Laboratories: - The average utilization of laboratory capacity over the entire week, including Saturday mornings, is 15 per cent. Expressed in terms of square feet per student, the average utilization of

laboratory space over the above-mentioned period is 640 sq. ft. per student.

The statistics on the utilization of classrooms and laboratories are drawn up each year. They are broken down for each division of the University and presented to the Academic Council for reallotment and reapportionment on the bases of use and anticipated need. Each dean has his own block of classrooms and laboratories and is responsible for attaining near maximum use under penalty of forfeiting some of the space under his jurisdiction. Since this specific placement of responsibility for space utilization has been only of recent origin, it has not had enough time to show itself through actual statistics of measurement.

5. Orientation of Classrooms: - Classrooms in general are so arranged that day-light comes from the left of the students as they are seated. However, some of the classrooms in the older buildings have comparatively smaller windows as judged by modern building standards, and some of them have space that is somewhat out of proportion in regard to the ratio of length to width. The latter has resulted largely from the remodeling of the old buildings to provide additional classrooms.

Especially because the classrooms are used for evening courses, a complete relighting program for all classrooms in all but the newest buildings has been completed. Illumination levels of 30 to 50 foot-candles prevail. The above observations pertain to laboratories, also.

Most of the classrooms are equipped for projection of slides and films and are provided with convenient outlets for power and with shades suitable for darkening rooms to the proper illumination level.

Classrooms in the new buildings and in the planned buildings are modern and satisfactory in every respect and are located so as to reduce the mass movements of students to a minimum.

6. Classroom Furnishings: - All classrooms except six are equipped with movable furniture, usually tablet arm chairs. The exceptions are lecture rooms for demonstration experiments. These rooms have seats fastened to tiers. The elevation makes for easier observation of the demonstrations.

Laboratory-desk equipment is in general very satisfactory. The new science buildings (Wohlleben Hall and Sherman Hall) have all new laboratory furniture of high quality.

Chalkboards, bulletin boards, maps, charts, and pictures are used extensively in the instructional process. Ample use of models and slides is made particularly by the biology and geology departments. The physics department has an impressive array of audio-visual materials for lecture demonstrations exceeding that of most colleges. The Education Division has all the newest standard equipment to support its visual aids program in the training of teachers. All of the engineering laboratories are fairly well equipped.

Practice-School Rooms

Off-campus practice-school facilities are provided for the University's program in teacher education. These facilities are arranged, through the Director of Student Teaching, with the local superintendents of the public schools and parochial schools and with the principals of the various schools selected by the Director of Student Teaching for the placement of students.

In the formal program of pre-student teaching field experiences, the University's coordinator of Student Field Experiences utilizes most of the county, city, and parochial schools of the area; most of this utilization is in connection with the planned program of observation of teaching.

The Home Economics Department has a nursery school on the campus where students obtain field experience in child guidance.

Extension Centers

The University offers instruction at localities other than the campus proper through extension courses at Mount Saint John, located five miles east of the campus, and at Wright-Patterson Air Force Base, eleven miles north-east of the campus. In addition to these extension centers, the University has granted affiliation status to a number of institutions within supervisory distance of the campus and whose course offerings are in accord with the University standards and whose personnel are identified in the University catalogue. They are: the Division of Arts at Carthagena, Ohio; the Division of Arts at Carey, Ohio; the Division of Education at Regina Heights, Dayton, Ohio; the Dayton Art Institute; Good Samaritan Hospital, Dayton; Miami Valley Hospital, Dayton; St. Elizabeth Hospital, Dayton; and the Veterans Administration Center, Dayton.

1. Mount Saint John Extension Center. - Mount Saint John, comprising over 300 acres of farm, pastureland, and orchards just beyond the southeast limits of the city of Dayton, is the Provincial Motherhouse and Scholasticate of the Cincinnati Province of the Society of Mary. Since the purchase of the property in 1910, the site has been transformed from a barren hill boasting one old farmhouse, to beautifully landscaped lawns and shrubbery and well-cultivated fields. There are about a dozen large buildings situated on various parts of the property, the main one of which is the Scholasticate.

This main building is used in great part by the Scholastics, i.e. the young Brothers who are preparing themselves by collegiate or technical courses for their future apostolate as religious teachers or as religious engaged in auxiliary works connected with the Society's educational establishments. The Scholastics number approximately one hundred and fifteen at present. The main building also houses the Provincial Administration, priests and Brothers of the faculty, and the Brothers engaged in temporalities. The principal chapel of the property, that of Our Lady of Good Counsel, is in the central wing of the building, with the refectory beneath it, while the north and south wings contain classrooms and study halls.

The instructional facilities consist of five classrooms approximating 6500 square feet, a library housing 23,000 volumes, five piano studios servicing the music department, permanent stage equipped with electrical facilities and backdrops and supply of dramatical costumes, and recreational facilities that include three basketball courts, two baseball diamonds and football fields, four tennis courts, and a swimming pool. An auditorium-gymnasium is scheduled for construction during next year.

There are seven instructors, members of the University faculty, who are resident at the center. The courses taught are the basic general education courses. The more specialized and laboratory courses are pursued on the campus through a self-owned and self-operated bus transportation system. All of the Scholastics are under the advisement of the respective University deans and must come to the University campus to register. In order to insure the coordination of on-campus and off-campus programs, the administrative arrangement provides for a liaison person at the Mount Saint John center who is called Master of Scholastics. All programs are authorized by him through the deans prior to registration.

2. Wright-Patterson Air Force Base Extension Center. - This center services both the military and civilian population of the base and surrounding communities including Fairborn and Page Manor. At present there are from twenty to twenty-five courses offered each semester in the Evening Division at this center with an enrollment of approximately 400 students. The students attending classes at this center must come to the University campus to register

and for consultation with the deans. The tuition rates are the same as for on-campus courses.

The classrooms at the University's disposal at this center are those used by the U.S. Air Force in their training program. There is a library on the Base which contains 80,000 volumes; all of the services of the library are open to the University students. The University avoids offering courses that require laboratory practice due to difficulties that arise from the use of these laboratories by Base personnel during the day.

The University has an administrative assistant from the Evening Division serving as liaison person with the Base Center Education Office. He has free use of the Base Education Office.

The services of full-time and part-time members of the instructional staff are utilized for teaching at the center. In general, the instructors engaged in teaching at the center are limited to one course per semester.

General Facilities

Within the category of general facilities the University includes auditorium, health service, and research.

Assemblies for the entire student body are held in the Fieldhouse which has 3800 permanent seats and an additional 2000 folding seats. For more formal occasions the University makes use of the auditorium of the National Cash Register which is directly adjacent to the University campus and which seats 2500. For smaller assemblies the University uses Wohlleben Hall which contains a large demonstration auditorium accommodating more than 300 persons. In addition, the new Sherman Hall of Science has several large lecture rooms seating approximately 150 each. The dramatics organization presents plays in the auditorium of the near-by Chaminade High School (conducted by the same religious order) and in the auditorium of the affiliated Dayton Art Institute.

A well-equipped Health Center is conveniently located on the first floor of Alumni Hall. It is composed of (1) an administration office, (2) appointment and service office, (3) a drug room and examining area, (4) medical room for use of campus physician in diagnosis and treatment of students, (5) isolation unit for treatment of contageous diseases, (6) beds to accommodate fifty students in twenty rooms, (7) a dietary kitchen, and (8) facilities for the staff of nurses.

A rather extensive research program carrying on sponsored contractual research for industry and government utilizes space in several buildings. There is no definitely allocated area for research designated exclusively for this purpose; however, the entire top floor of Wohlleben Hall serves primarily as an administration and focal point for this activity, and since it was specifically designed for this purpose it is expertly and functionally laid out to serve this purpose. Altogether, the Research Institute utilizes 36,476 square feet of floor space (exclusive of the Chemistry Department projects) out of a total of 740,000 square feet. The committee believes that the Research Institute contributes a great deal to the general effectiveness of the institution. Although it retains some seventy full-time members on its staff, it also utilizes part-time services of many faculty members and offers student technician employment to about 250 students.

Operation and Care

The Department of Buildings and Grounds is charged with the responsibility for the operation and care of the physical plant with assets worth $12,000,000. For the performance of the many and varied services involved, the Department is currently allocating an annual budget of approximately $500,000 which represents approximately 17 per cent of the total educational and general expenses of the Institution.

The Director of Buildings and Grounds is directly responsible for the administration of the Department and is directly accountable to the Business Manager of the University. The Director is assisted by supervisors and foremen in charge of day janitorial crew, night janitorial crew, and grounds crew, but he directly controls other maintenance men. He is assisted in the alterations and major repairs by a supervisor of construction.

More than seventy persons are employed in the operation and care of the buildings and grounds. The Director has the responsibility of selecting and employing these personnel, including his supervisory personnel.

The Director is responsible for the preparation and execution of the budget for his department. Budgets are made up for the following: (1) administration of Buildings and Grounds Department; (2) care of grounds and trucking; (3) heat; (4) light, power, water, and gas; (5) janitorial services; (6) campus police; (7) repairs and alterations.

All requests for service and maintenance are routed through the office of the Director. Special forms are used to report needs for service and repair. Service memos are issued by the Director to janitor foremen, electricians, plumber, carpenter, painter, etc. Work orders are made up for any jobs which will add to the value of the physical plant, and the additional values are recorded on the appraisal records. Scheduling of the services and repairs is dictated by the requirements of all the departments of the University, and, as a general rule, the time required to start an approved project is not too excessive.

The office of the Director keeps the records essential to the efficient operation of the department. Time cards are used for payroll purposes and for determination of cost of operation. Other records include the following:

(1) daily and weekly work sheets to determine costs of repairs and alterations; (2) parking records including registered cars and traffic violations; (3) maintenance records; (4) cost of utilities; (5) employee records.

The Director reports to the Business Manager. Almost daily contacts are made in an informal manner. Weekly meetings are held to review work in progress and to plan new work.

The skills and training of the more than seventy employees of the Department include janitors, supervisors, mechanics, electricians, boiler firemen, plumbers, painters, carpenters, draftsman, and engineer. Personnel records giving dates of employment, jobs held, rates of pay, and the like, are kept in the office of the Director. There are wage scales for the various job classifications, with periodic review and wage adjustments. Advancements are made as much as possible from within the Department.

Year round employment is available to most employees. Seven paid holidays and a week's vacation with pay are given the employees. All are covered by Social Security and Old Age Benefits, and Workmen's Compensation. Group Blue Cross hospital insurance, paid by the employee, is available to any who request it.

Tools and equipment necessary for the performance of the work are available in sufficient quantity and quality.

It was felt by the survey committee that the care of grounds on the campus compares favorably with schools of comparable size, type of campus, and location, except for two notable problems: (1) the almost constant litter at the entrances to the different halls; and (2) the exposure of much service equipment to the public gaze. Considerable improvements have been made in landscaping and in the general care of the grounds since the appointment of the faculty committee on Buildings and Grounds.

Appraisal of Physical Facilities

The University is located on a seventy-three acre plot of ground within the city limits of Dayton. The area surrounding it is primarily residential, and it is well serviced by public transportation. The terrain is rolling and, on the whole, nicely landscaped. Campus grounds are adequately cared for although certain areas could be made more attractive. The site of the University is fortunately located, is adequately geared to take care of the projected growth of the University for many years, and is admirably suited to the purposes of the University.

The long range program for building construction is rather carefully planned. The University is fortunate in having as supervisor of construction a skilled, alert, and far-seeing man thoroughly dedicated to the future development of the University in terms of its purposes.

It is the opinion of the survey committee that current facilities as they are set up for the 1959-1960 academic year are quite adequate and that there is every reason to believe that they will keep pace or even improve with the projected increases in enrollment during the decade from 1960 to 1970.

Since traffic through the campus to the parking areas crosses pedestrian walks at several points and creates somewhat of a hazard, the committee deems it advisable that the plan to keep cars off the main campus be put into effect as soon as possible.

It is gratifying to note that the offices and conference rooms in the new buildings are sufficient in number and adequate in size and location to serve the needs of the staff. Classrooms and laboratories throughout the University are, in general, conveniently located with regard to other activities and are of varied sizes to accommodate classes of different enrollments.

The fact that classrooms are equipped with movable furniture and furnished with facilities for the use of visual aids points to sound pedagogical provisions for efficiency of instruction.

The proper utilization of existing classroom space appears to be considerably below par. The present system of allocating responsibility for near maximum utilization of classroom space with the respective divisional deans is a sound device and could obviate some of the need for additional space anticipated through the projected increased enrollment. The yearly check-up on space utilization is an efficient move.

The close cooperation between the Education Division of the University and the local public and parochial, city and county schools, promotes the mutual interests of elementary, secondary, and higher education in the Dayton area, and results in better utilization of educational facilities. Through this kind of provision for inducting students into the practice of teaching, a much more realistic preparation is gained for full-time independent teaching than could possibly be provided in a campus school. The existing provisions heighten both the caliber of preparation students receive for teaching and the relationship with and service to the schools in the area.

Assigning the focal point of the research area to the fourth floor of Wohlleben Hall helps a great deal toward consolidating the Research Institute and, hence, in increasing the supervision and the efficiency of research activities.

Apparently the University needs a Physical Plant Service Building to house the maintenance offices, shops, workrooms, locker rooms, tools, equipment, vehicles, and supplies necessary for the efficient operation and maintenance of physical facilities.

The formation and the current functioning of the faculty advisory committee on Buildings and Grounds has been an excellent move and has already accomplished much in the development of plans for the landscaping of the campus. It would be well if the Director of Buildings and Grounds relied even more heavily on the competent advisement of this body.

The Director of Buildings and Grounds is charged with the responsibility for the operation and care of physical plant assets worth over $12,000,000. He is allotted an annual budget in excess of $500,000, more than the operating budget of any other division or department of the University, with the exception of the Research Center. In view of the tremendous scope of his activities, including relations with every department and individual on the campus and many contacts with business firms, and in view of the high executive nature of his position, the director of necessity should qualify through expert administrative training and experience. It is the opinion of the survey committee that the Administration of the University cannot give too much importance to the selection and training of personnel for the administration and operation of this department; there should also be clear designations of responsibilities and sufficient delegation of authority within the department.

SECTION IV

UNIVERSITY ORGANIZATION FOR CARRYING OUT THE EDUCATIONAL TASK

Just as the prime origin of the Institution's purposes is the canonical constitutions of the religious order that operates the instistution, so also the control originates basically from the same constitutions. While the University has always endeavored to delegate authority as widely as possible, including key administrative roles, there is, however, a point beyond which it cannot go. And that point is where the Institution might compromise its basic accountability. This limitation flows from the canonical structure and apostolic purpose of the religious group directing the Institution. It is not only the legal and financial responsibilities this group assumes that make it necessary for it to retain such control. It needs this control to fulfill the canonical constitution which must guide its work.

In formally approving the entry of the religious order into education, the Church gives it a definite pastoral responsibility. The relinquishment of the power to make the basic policy decisions required in the pursuit of this apostolic mandate would be inconsistent with the purpose the group had in founding the Institution.

For this reason the organization of the University will be found to be strongly centered in the duly constituted authority provided in the Constitutions of the Society of Mary. From this duly constituted authority flows in an orderly fashion the formulation of a body of well defined policy. This body of defined policy is then executed through administrative procedures invested in the Institution' administrative officers. This organizational set-up does not preclude the use of extensive faculty participation in administration, particularly in the initial stages of the formulation of policies (in a deliberative and consultative manner rather than a legislative and executive one), and through extended opportunities for the exercise of initiative and responsibility. While administrative responsibilities may be delegated freely, actual accountability must be retained.

In its approach to the question of board composition, the University of Dayton is considerably different from other universities. In actuality, it may be compared to one of the operating divisions of the General Motors Corporation in that it is a unit functioning within the framework of a larger organization. Thus, the University, while it is a legally constituted corporation for purposes of financial convenience, nevertheless represents only one of several "houses" (operating units) which come under the scope of the Cincinnati Province, Society of Mary. The eleven-man "Provincial Chapter" (Board of Directors of the Province) establishes overall Province policy which, in turn, affects the operation of the various "houses" within the Province, among which is the University of Dayton.

Membership on the Provincial Chapter is both by election and by right of office within the Province. Membership automatically is accorded to the Society Provincial (who also serves as chairman of the board), the Inspector of Schools for the Province, the Province Treasurer, the President of the University of Dayton, and the Director of Mount Saint John. In addition, six members of the Society of Mary -- three priests and three brothers -- are elected to the Provincial Chapter by their colleagues.

The Provincial Chapter convenes once each year in two all-day sessions to review the status of the Province houses and to initiate broad policy for the ensuing year. In the period between annual meetings the affairs of the Province are directed by a five-man executive committee known as the Board of Control. The Board of Control, whose existence is approved in the Society of Mary's Constitution which permits the formation of executive committees from the membership of Provincial Chapters, consists of the five non-elected officials serving on the Provincial Chapter. This group considers throughout the year the problems of all Province houses, including the University of Dayton. Thus, the Board of Control might be considered as an "interim" board of directors for the University of Dayton.

Upon analysis of the policy-making structure and procedures of the University, the following findings are presented:

1. Length of Term of Board Members. Sound administrative practice suggests a three-to-six year term of membership on a policy-making board. Any lesser period would be insufficient for new board members to become acquainted with their duties and obligations of office prior to the mid-point of their term. There is no definite period, however, prescribed for the five non-elected members. Yet, in actual practice, the board service of non-elected Provincial Chapter members always has exceeded the suggested three-year minimum standard. For example, the Provincial holds office for at least five years with the probability of a five-year renewal. The President of the University of Dayton and the Director of Mt. St. John are appointed to their positions for three years. They usually succeed themselves for one or more additional terms. While the Inspector of Schools and the Provincial Treasurer are appointed to their respective offices for indefinite periods, invariably their tenure exceeds three years, averaging, in fact, more than about ten years in the past fifty years. The turn-over rate of Provincial Chapter member-

ship clearly indicates that this body has never suffered from the lack of an experienced nucleus.

2. Occupations of Board Members. Because the experience of the members is confined principally to the religious and educational fields, there is lack of business or financial experiential backgrounds for coping with monetary problems in the board membership. This deficiency has been eliminated to a great extent by the creation of the Associate Board of Lay Trustees. This advisory group is composed of twenty-one industrial and community leaders, appointed by the President of the University of Dayton, plus three members of the Society of Mary. The purpose of the Board of Lay Trustees is "to receive reports relative to the progress and plans of the University, to advise with the President on these and other matters of general policy and on the relations of the University with the local and national community."

3. Officers Responsible to the Board. The University is guided by sound administrative practice in the area of policy responsibility in as much as only one official, the President, reports to the Provincial Chapter (or to the Provincial Board of Control during interim periods).

4. Functions of the Board and Its Committees. All policies are administered through the office of the President of the University and not through the Provincial Chapter (or Provincial Board of Control) itself. Subordinates on the University staff report to and are responsible to the President.

The President has advisory groups - the Academic Council, the Administrative Council, and the previously mentioned Lay Board of Trustees - which make specific recommendations with respect to scholarship, curriculum, and financial questions. The President, however, is not responsible to these bodies; rather, final determination of major University policy rests with the eleven-man Provincial Chapter (or with the five-man Provincial Board of Control), to whom the President reports.

While the Board permits considerable autonomy to the Administrative and Academic Councils of the University President, it gives final and definitive approval to major changes in policy, appointments to key administrative positions, and exceptional expenditures of money.

5. Independence of the Board. The Provincial Chapter through its Provincial Board of Control is the final authority with respect to University policy matters.

The competence of the members composing the two principal councils of the administration - the Administrative Council and the Academic Council -- contributes to an effective administration. A third council, called the Student Welfare Council, is presently in process of formation; it has for purpose to coordinate the University's student personnel services.

The administrative structure of the academic divisions is headed by a Dean of the University who is chairman of the Academic Council. All deans and associate deans report directly to him; department chairmen, in turn, report to the heads of the divisions who are also associate deans in the College of Arts and Sciences. A vice president serves in place of the President during times of need.

The accompanying organization charts on the next six pages outline the various functions of the board of directors and the administrative personnel, together with the relationships of one position to another.

Organization Chart 1.

GENERAL GOVERNMENT OF THE UNIVERSITY

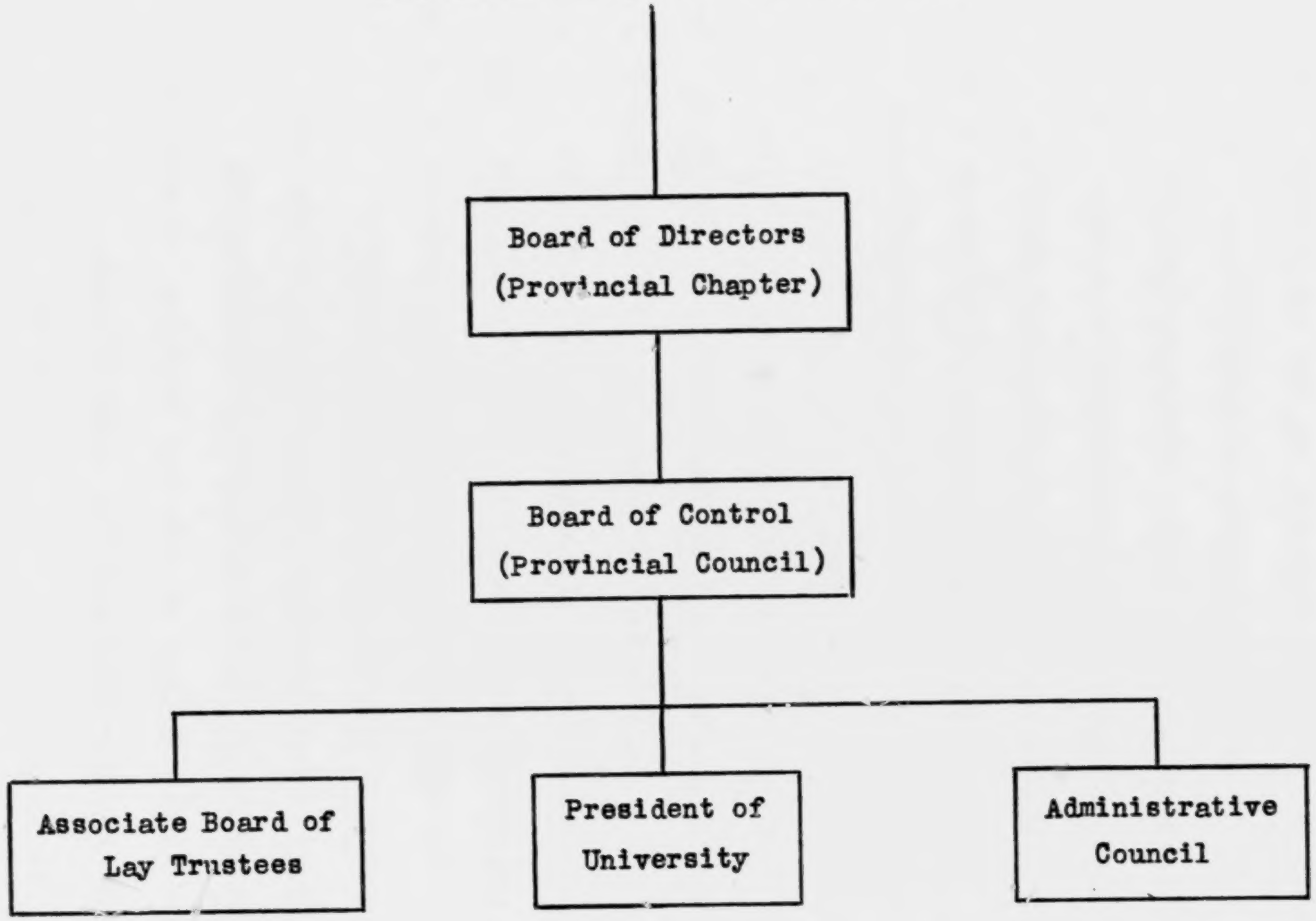
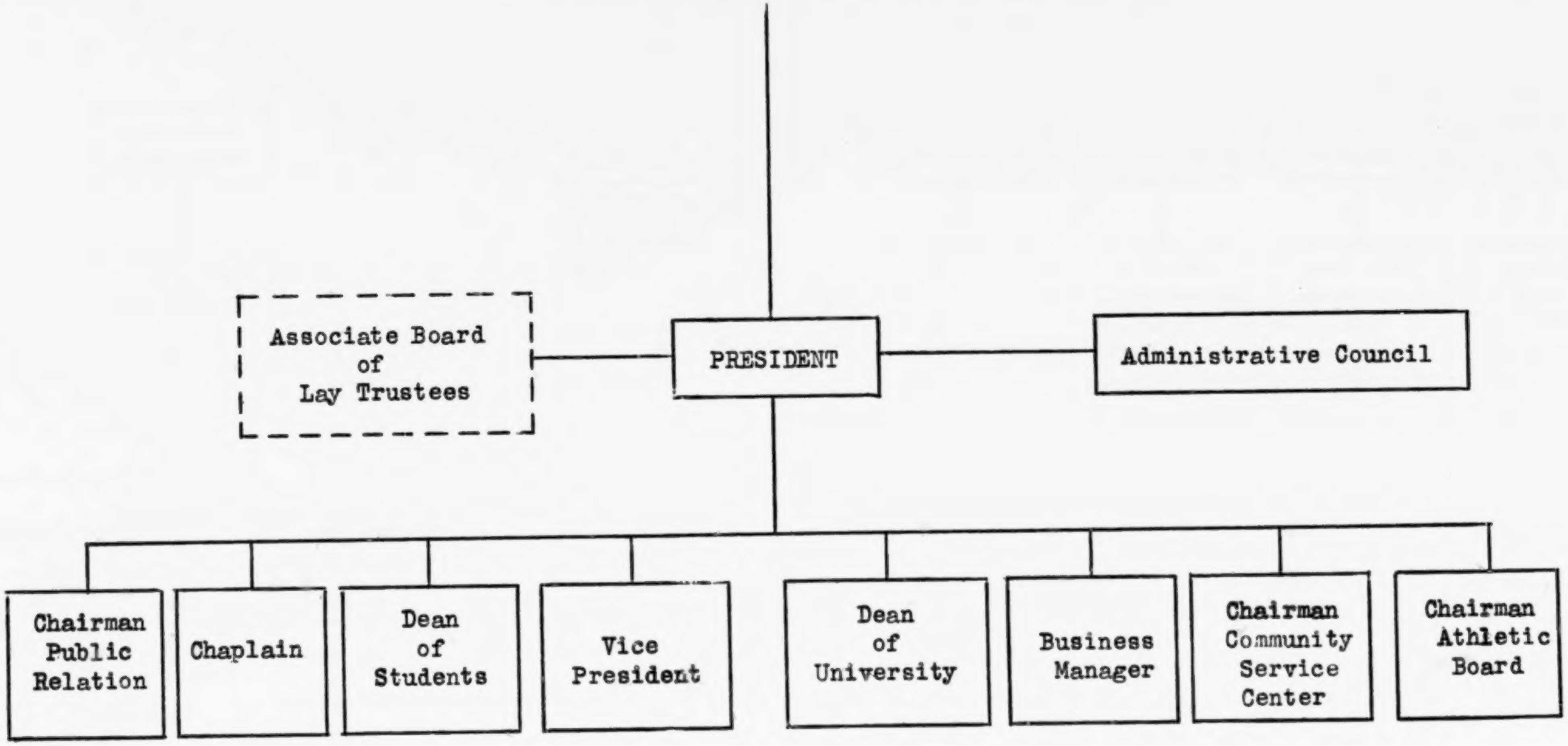

Board of Directors
(Provincial Chapter)
Board of Control
(Provincial Council)
Associate Board of
Lay Trustees
President of
University
Administrative
Council

Chart 2

ADMINISTRATION OF THE UNIVERSITY *


Associate Board
of
Lay Trustees
PRESIDENT
Administrative Council
Chairman
Public
Relation
Chaplain
Dean
of
Students
Vice
President
Dean
of
University
Business
Manager
Chairman
Community
Service
Center
Chairman
Athletic
Board

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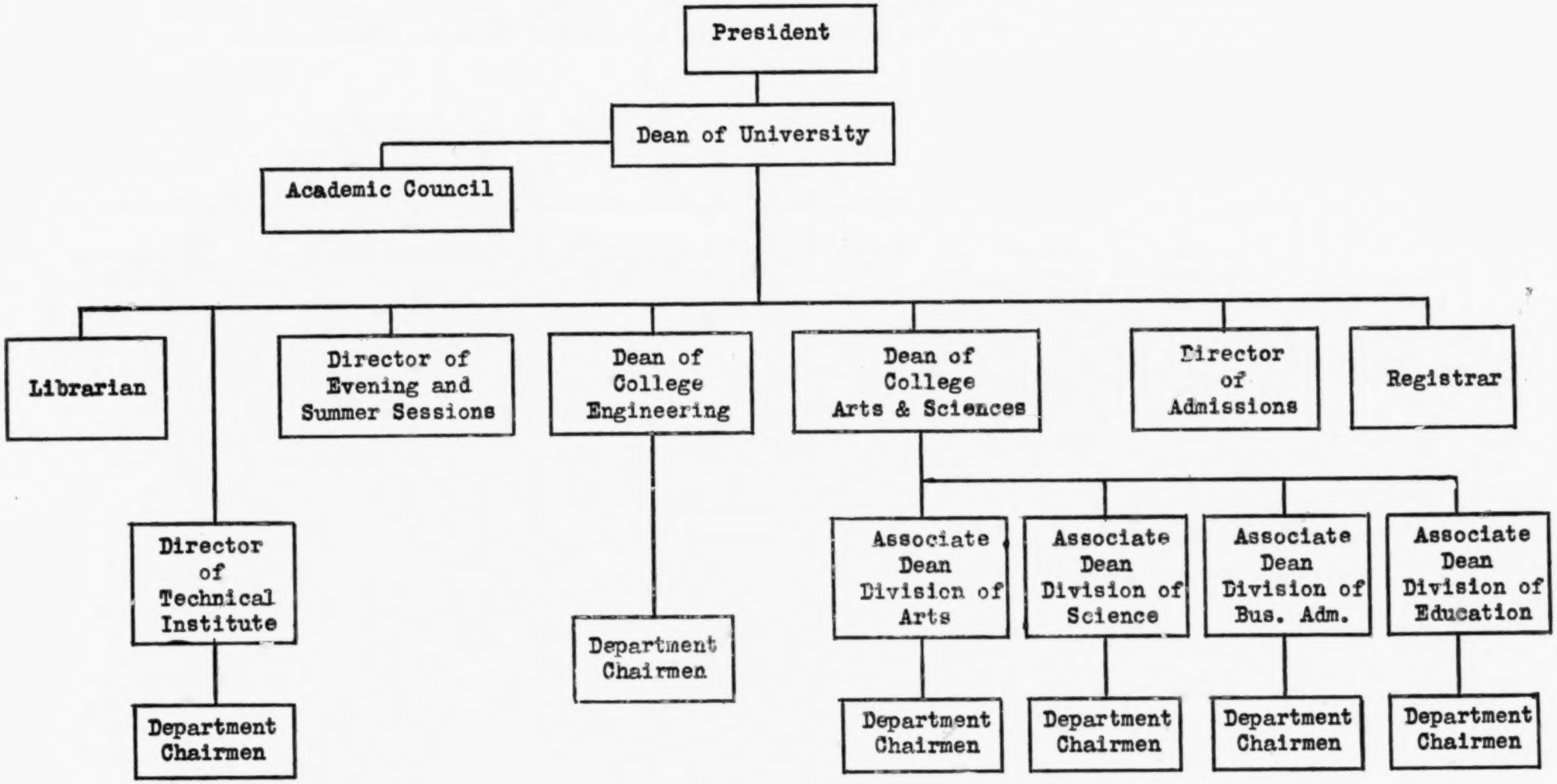
*The administration is being presently revised to include three new councils: Student Welfare Council, Management Council, and the Public Relations Council.

Chart 3

ACADEMIC ADMINISTRATION*


President
Dean of University
Academic Council
Librarian
Director of Technical Institute
Department Chairmen
Director of Evening and Summer Sessions
Dean of College Engineering
Department Chairmen
Dean of College Arts & Sciences
Associate Dean Division of Arts
Department Chairmen
Associate Dean Division of Science
Department Chairmen
Associate Dean Division of Bus. Adm.
Department Chairmen
Associate Dean Division of Education
Department Chairmen
Director of Admissions
Registrar

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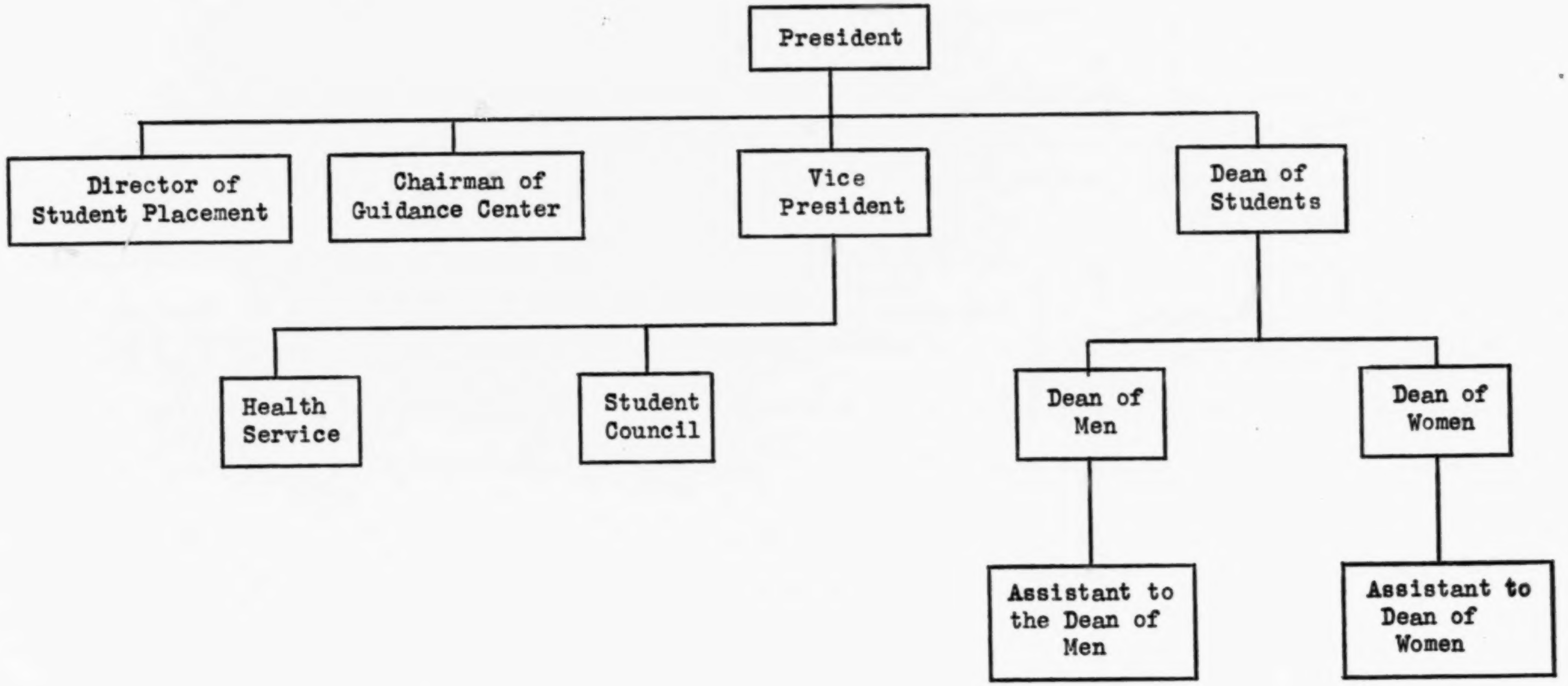
*The Academic Council is being presently reorganized to constitute only Deans, the Director of Technical Institute, and the Director of Evening and Summer Sessions for regular membership.

Organization Chart 4

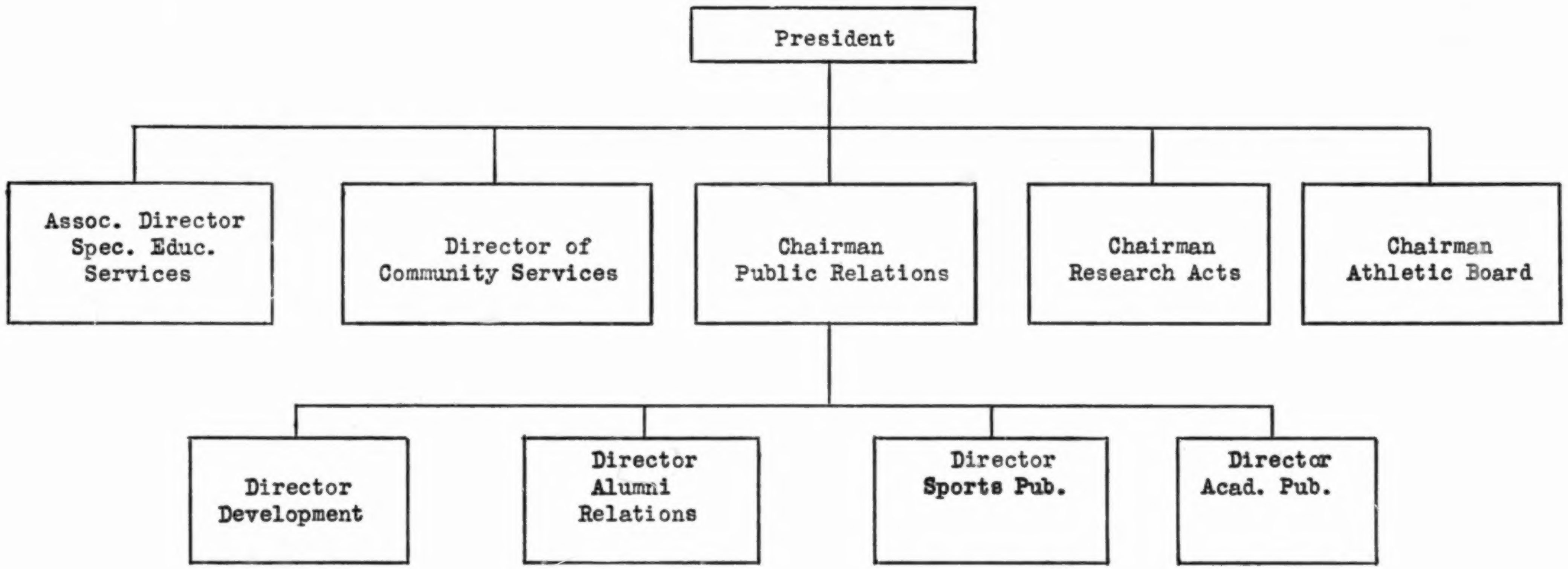
STUDENT PERSONNEL ADMINISTRATION *


President
Director of Student Placement
Chairman of Guidance Center
Vice President
Dean of Students
Health Service
Student Council
Dean of Men
Dean of Women
Assistant to the Dean of Men
Assistant to Dean of Women

*A new Student Welfare Council is being organized to centralize and coordinate all the personnel services of the University.

Chart 5

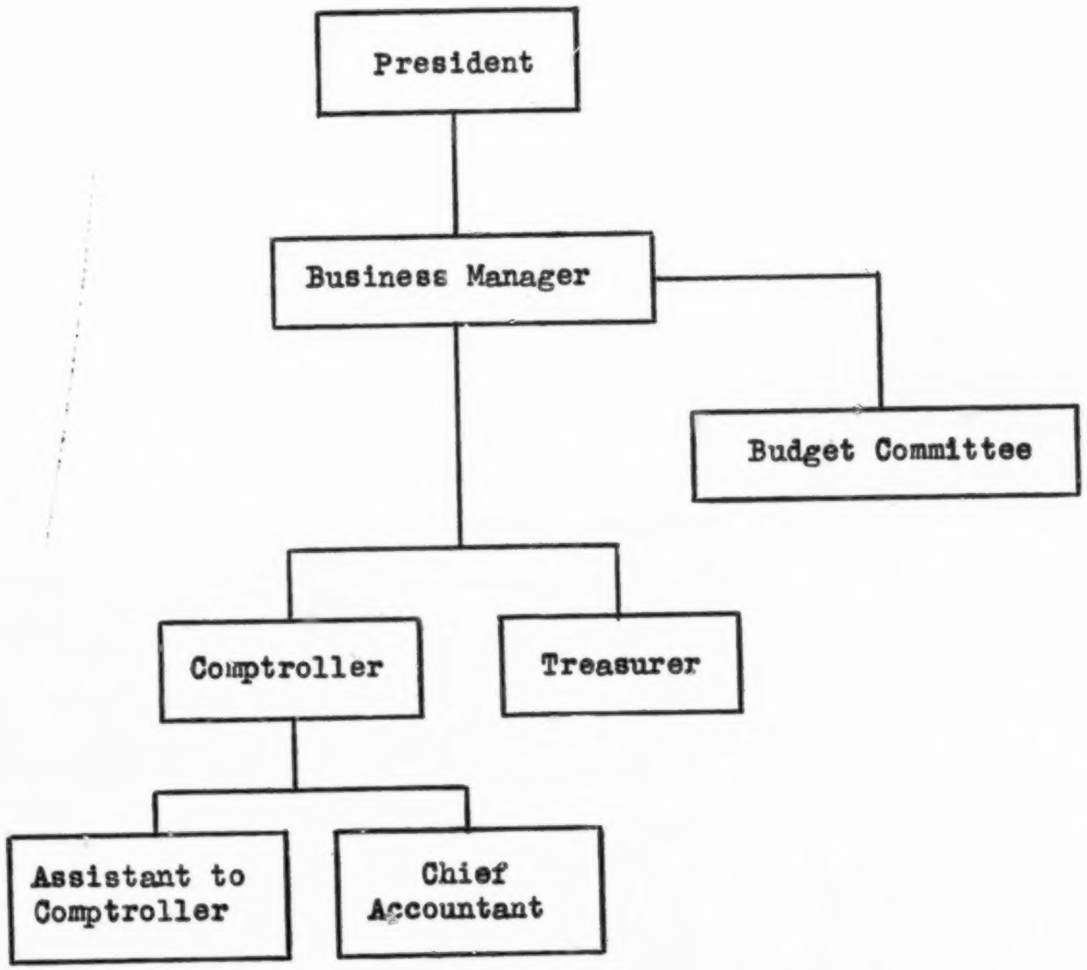
Special Activities Administration *


President
Assoc. Director Spec. Educ. Services
Director of Community Services
Chairman Public Relations
Chairman Research Acts
Chairman Athletic Board
Director Development
Director Alumni Relations
Director Sports Pub.
Director Acad. Pub.

*A Public Relations Council is now being organized to centralize and coordinate the special activities of the University.

Chart 6

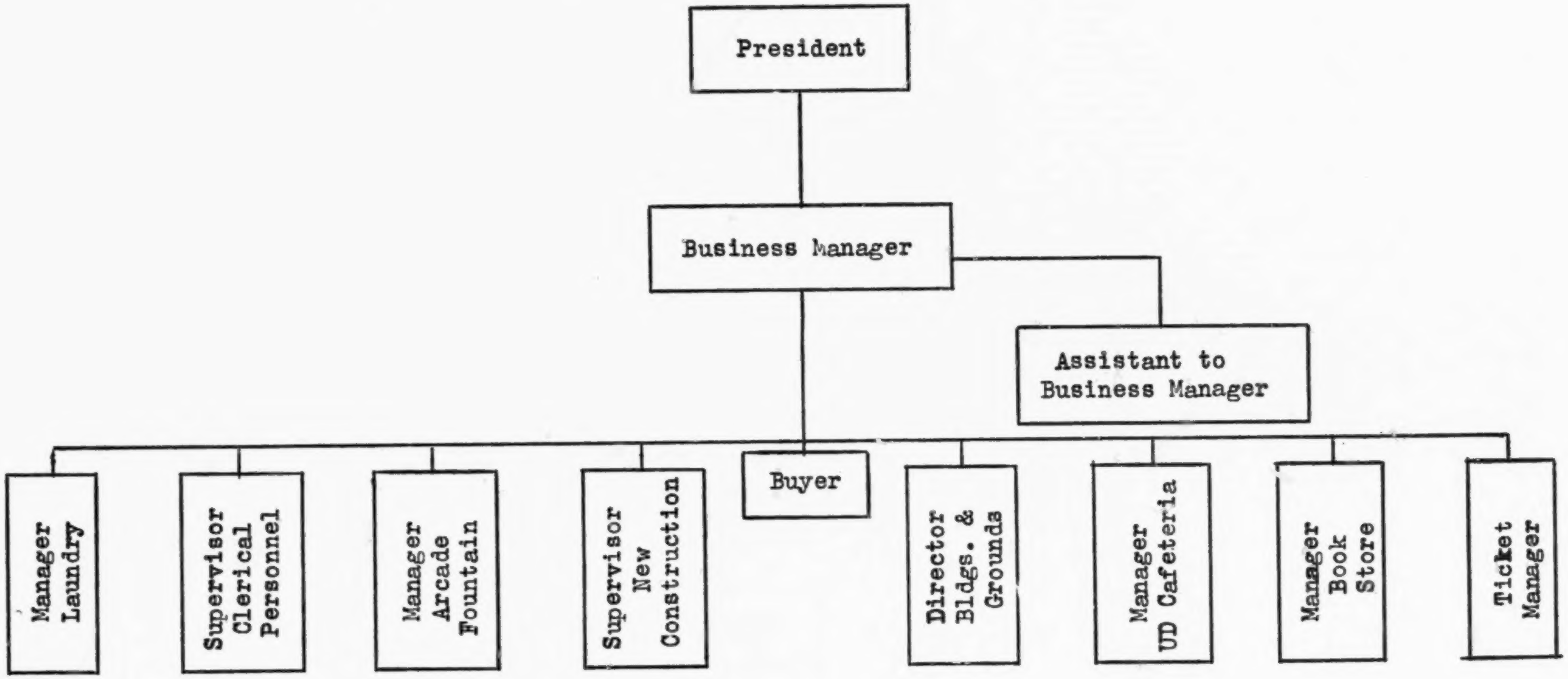
Financial Administration *


President
Business Manager
Budget Committee
Comptroller
Treasurer
Assistant to Comptroller
Chief Accountant

*A Business Management Council is now being organized to centralize and coordinate the whole of financial administration and business management.

Chart 7

Business Administration *


President
Business Manager
Assistant to Business Manager
Manager Laundry
Supervisor Clerical Personnel
Manager Arcade Fountain
Supervisor New Construction
Buyer
Director Bldgs. & Grounds
Manager UD Cafeteria
Manager Book Store
Ticket Manager

*A Business Management Council is now being organized to coordinate all the segments of business management and financial administration.

Faculty Organization

In their individual duties of instruction the members of the faculty are unhampered in the exercise of initiative. Individual faculty members participate in the deliberations pertaining to the administration of the several departments of instruction by discussing and adopting course changes, syllabi of course content, and the choice of textbooks for their own departments.

The following specific procedures will illustrate how curriculum changes are made within the University: (1) The proposal to add or drop a course initiates within the department; discussion and decision of change take place in the departmental staff meeting. (2) The proposal for change is made by the Departmental Chairman to the Divisional Dean. (3) The Divisional Dean submits the proposal to the Academic Council. No course may be added to or dropped from the curriculum without the approval of the Academic Council. The University Catalog safeguards all officially authorized courses and indicates clearly when the course will be offered. Since no course can be given unless listed in the catalog, the offering of courses "on demand" is not possible except in rare instances approved by the Academic Council.

Meetings of the total faculty are held (usually on the last Friday of each month) to discuss matters pertaining to the general welfare of the University. At these meetings, also, reports from the various standing committees and *ad hoc* committees of the faculty are presented. An alphabetical listing of the officially constituted standing committees of the faculty follows containing the names of members and a brief description of the major function of each committee.

STANDING COMMITTEES OF THE FACULTY

1. Committee on Athletics

Members: Rev. Charles L. Collins, S.M. (Chairman); Harry C. Baujan, William J. Bellmer, S.M., Joseph J. Mervar, S.M., Francis J. Perko, S.M., plus alumni representatives.

MAJOR FUNCTION: Serves in an advisory capacity to the Faculty Moderator of Athletics and to the President on issues related to inter-scholastic and intra-mural athletics.

2. Committee on Attendance

Members: George H. Springer (Chairman); Orville L. Comer, John J. Lucier, S.M.

MAJOR FUNCTION: Administers the attendance policy of the University and serves as a board of appeals for referrals by students seeking exceptions to the established policy.

3. Committee on Buildings and Grounds

Members: Joseph J. Mervar, S.M. (Chairman); Rev. George B. Barrett, S.M. James H. Kline, S.M., Leonard A. Mann, S.M., Edward A. Prochaska, S.M.

MAJOR FUNCTION: To plan improvements in physical appearance of the campus and to submit definite proposals with supporting data to the Administrative Council.

4. Committee on Graduate Study

Members: Louis J. Faerber, S.M. (Co-Chairman); Rev. Raymond A. Roesch, S.M. (Co-Chairman); Maurice R. Graney, William J. Hoben, Joseph J. Panzer, S.M., Joseph A. Pappalardo, Walter A. Roesch, S.M., James A. Summers.

MAJOR FUNCTION: To investigate possibilities of offering graduate programs, to evaluate resources, and to make recommendations to the Administration.

5. Committee on Honorary Degrees

Members: Louis J. Faerber, S.M. (Chairman); Rev. Charles L. Collins, S.M. Edmund J. O'Leary, Joseph J. Panzer, S.M., Barth J. Snyder, R. Kathleen Whetro.

MAJOR FUNCTION: To propose candidates for honorary degrees to the President and the Administrative Council.

6. Committee on Instructional Costs

Members: Francis J. Perko, S.M. (Chairman); Joseph E. Averdick, William D. Busch, Cletus C. Chudd, S.M., Francis G. McGovern, Joseph J. Panzer, S.M., William S. Slonaker, Charles W. Whalen, Jesse H. Wilder.

MAJOR FUNCTION: To conduct an annual study of instructional costs and to make appropriate recommendations to the Administration regarding changes in tuition, fees, etc.

7. Lay Faculty Committee

Members: Richard R. Baker (Chairman); Simon J. Chavez, Mary T. Leonard, Francis G. McGovern, James L. McGraw, Adrian J. Morgan, Harry C. Murphy, George B. Noland, Alberta G. Prather, Albert E. Staub, Wilfred J. Steiner, Robert E. Wilson.

MAJOR FUNCTION: To deal with problems that uniquely affect the lay element of the faculty and to serve as a liason between the lay faculty and the Administration.

8. Committee on Purposes

Members: Joseph J. Panzer, S.M. (Chairman); Richard R. Baker, John G. Dickson, S.M., Edward W. Harkenrider, Edward R. Huth.

MAJOR FUNCTION: To review and, if necessary, re-define the professed purposes of the University and to evaluate the extent to which the professed purposes are understood, accepted, and adhered to.

9. Committee on Resolutions

Members: William O. Wehrle, S.M. (Chairman); Thomas J. Price, S.M., R. Kathleen Whetro.

MAJOR FUNCTION: To draft and submit appropriate resolutions to the faculty for approval and action.

10. Committee on Self-Improvement

Members: Rev. Raymond A. Roesch, S.M. (Chairman); Edwin R. King, John J. Lucier, S.M., Albert H. Rose, S.M., Barth J. Snyder.

MAJOR FUNCTION: To carry on a program of continuous evaluation of University functions and activities with a view to maintaining and reinforcing strengths and eliminating weaknesses.

11. Committee on Student Aid

Members: Rev. Raymond A. Roesch, S.M. (Chairman); Rev. George B. Barrett, S.M., John J. Lucier, S.M., Paul C. Michel, Robert B. Noland, Thomas P. Schick, S.M.

MAJOR FUNCTION: To administer the University's program of scholarships, grants-in-aid, and loans; to coordinate student applications for graduate scholarships and fellowships.

In the original University of Dayton Self-Survey (September, 1957), the Board of Critical Review expressed the belief that "an effort should be made to provide more extensive faculty participation in administration, particularly in the initial stage of the formulation of policies," and it recommended that as soon as possible a Faculty Senate be organized "to initiate or crystallize academic policies for approval by the Academic Council."

At the Faculty meeting of February, 1958, the President announced the committee on the Formation of a Faculty Senate composed of the following faculty members: Prof. Lloyd Brenberger, Prof. Russell Joly, S.M., Prof. Velma Miller, Father Bernard Neubauer, S.M., Dr. John Perz, S.M., Prof. George Springer, and Dr. Louis J. Faerber, S.M., Chairman.

The committee's proposals were submitted to the Academic Council and then issued as Academic Council Document #35 to all the members of the faculty for their consideration prior to the regular faculty meeting of May, 1958. The following summary provisions were contained therein:

1. Nature: It should be a superior body representative of the total faculty and of its best thinking. It should be a body recognized as an intellectual elite and identified most closely with the "highest wisdom" the faculty could summon. Its primary contribution to the life of the University should be WISDOM, the wisdom gathered from experience and mature reflection.

2. Functions: (a) To serve as guardian of the professed purposes of the University; to make them known, understood, and to facilitate their fulfillment in educational practice. (b) To review existing policies and practices to see whether they harmonize with the University's professed purposes. (c) To initiate policies representative of the faculty as a total group for submission either to the Academic Council or to the Administrative Council or to the Student Welfare Council. (d) To serve as a referendum group for any of the above administrative bodies, e.g. to receive legislative measures referred to it by any of the above groups for the purpose of endorsement, modification, or disapproval. (e) To deliberate and propose solutions to problems submitted to it by any of the above administrative groups. In this sense, to serve as a consultative body for advisement to the administrative groups. (f) To create academic committees (both standing and ad hoc committees) and to hold them accountable. (g) To act as a court of approval on academic promotions. (h) To aid in shaping admission policies. (i) To consider major innovations, e.g. graduate work, cultural lecture series, closed TV on campus, etc.

3. Composition: The Faculty Senate should be composed of (a) twelve elected members, half of them lay members and half of them religious members (nothing really sacred about this number -- could just as well be twice or three times this number depending on preference of the faculty); (b) the Vice-President and the Dean of the University, vice-chairmen by right of office; (c) the President, chairman of the Senate by right.

4. Election: (a) All twelve members (or twenty-four, or thirty-six) should be elected by the total faculty through secret ballot. (b) To be eligible for election, the candidates should be made to qualify through academic

rank, length of service, and non-administrative commitment. (c) The term of office should normally be for three years with provision for rotation of membership. (d) Elections should be determined by plurality vote.

5. Meeting: (a) The Faculty Senate should be regularly convoked once a month throughout the normal academic year. (b) Meetings should ordinarily be open to the general faculty.

This proposed faculty organization was placed before the faculty members for their consideration in order to make possible modifications, eliminations, and changes prior to final adoption by vote of the general faculty and the Administrative Council. The faculty voted to table the proposed faculty organization (the Faculty Senate) pending the finding of a more general type of organization.

Other important issues which the faculty is now studying or debating include: (1) Self-improvement of the University, the yearly follow-up program based on the 1957 Self-Survey; (2) Student Evaluation of Instruction; (3) Readiness for graduate work.

Many systematic studies have been made of the University's educational program during the last five years. Examples would be the following:

1. Evaluation of the Education Division in application for accreditation by the National Council for Accreditation of Teacher Education, 1955. (Accreditation was granted.)

2. Complete Self-Survey of the University in all of its phases, 1956-57. Findings published in three volumes.

3. The Evaluation of Services of Staff Members.

4. Study of philosophy and theology as integrating disciplines in the curriculum.

5. Study and revision of the curriculum in Business Administration.

For the purpose of planning for the future of the University and recommending a new ten-year development program, a sub-committee of the Administrative Council submitted a report which was approved by the Administrative Council on April 9, 1957. An outline of the broad plans for future development as contained in the report follows:

I. Recommendations in Regard to the Student Body

a. The University shall continue to accept additional students, who meet its academic standards, until the maximum limitations of the physical facilities are reached.

b. Planning is based upon a predicted enrollment of 6,600 full time students, not including night school. (See Table 20 "Estimates of Enrollments" on page 84.)

c. Admission policies shall provide for selectivity as follows:

   1. All Dayton area students will be considered for admission providing that they meet the academic standards of the University.

   2. Until a second men's dormitory is built, male students from without the Dayton area shall only be admitted at the rate of 500 per year (i.e. allowing for those who do not enroll after admission; this figure may be raised to 625 per year.)

   3. The standard for admissions shall be based on aptitude for the course selected rather than on an overall academic percentage of high school grades.

   4. As long as there is no dormitory for women, female applicants from without the Dayton area shall continue to be denied admission unless they have local relatives with whom they can live while in school or where living arrangements can be made which are equally favorable.

d. The proportion of distribution, by Divisions, of the estimated student body of 6,600 shall approximate the following:

Division	Number	Percent of Total
Business	1,800	27
Engineering	1,400	21
Education	1,100	17
Arts	800	12
Science	900	14
Tech. Institute	600	9
Total	6,600	100

1. The projected figure for Engineering is based on the intention to meet the greater demand on the part of applicants and to insure a satisfactory enrollment in order to make graduate work feasible.

2. While Arts may seem to have been given a minor proportion, the fact is that the enrollment in this Division can be practically unlimited and need not be held to 12% because classrooms only are used.

3. That the proposed proportion is in keeping with the times is evidenced by the fact that Engineering, Science and the Technical Institute total 44% while Business, Education, and Arts total 56%.

TABLE 20 - ESTIMATE OF ENROLLMENTS, 1959 THROUGH 1971[1]

	Freshmen	Sophomores	Juniors	Seniors	Unclassified	Total
1959	1350	910	770	660	150	3840
1960	1450	950	770	710	150	4030
1961	1650	1010	800	710	150	4320
1962	1650	1150	860	740	150	4550
1963	1550	1150	980	790	150	4620
1964	1550	1080	980	900	150	4660
1965	1900	1080	920	900	200	5000
1966	2200	1330	920	850	200	5500
1967	2100	1540	1130	850	200	5820
1968	2100	1470	1310	1040	200	6120
1969	2100	1470	1250	1200	200	6220
1970	2300	1470	1250	1150	200	6370
1971	2400	1600	1250	1150	200	6600

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[1] The above figures are based upon experience and a study by Prof. Ronald B. Thompson, Ohio State University: "College Age Population Trends, 1940-1970".

II. Recommendations Regarding Graduate Work

1. Graduate work shall be started in the Division of Education and, as soon as feasible, it shall gradually be instituted by the other departments and divisions of the University.
    a. It is the opinion of this committee that physical space will not be a problem in starting graduate work if it is limited to late afternoon classes.
    b. Graduate work will require a Dean for the Graduate School as well as a Graduate School Committee. It is felt that such a Dean would work with the Deans of the Divisions and Heads of Departments in administering the various graduate curricula.
    c. In recommending graduate work, this committee has only work for a master's degree in mind, at present. It is not foreseen that fellowships will be offered in order to secure teachers for undergraduate work.
2. The Department of Development shall be authorized to discuss graduate courses with potential givers for which financial support may be secured.
3. There shall be consideration of the necessity for offering an undergraduate degree in night classes before graduate work (likewise at night) is considered by the specific department concerned.

III. Recommendations Regarding Faculty and Curriculum

When the results of the Self-Survey Project are completed, it is recommended that the findings of that study be used for prompt action in correcting any weaknesses in faculty or curriculum which may be found, so that the University can continue to improve upon its high scholastic status and thus render better service to its students and the community.

IV. Capital Needs in the Next Five Years

The need for a University Activities Center and a Business Administration Building is based on the number of students now enrolled and will be accentuated by the normal growth of an average of 180 students per year for the next five years.

V. Estimated Cost of Capital Needs in the Next Five Years

University Activities Center Building	$2,000,000.00
Business Administration Building	1,000,000.00
Total	$3,000,000.00

VI. Method of Securing the Funds for Capital Needs

A public subscription campaign for a University Activities Center Building and a Business Administration Building shall be conducted in 1960 or 1961. The Associate Board of Lay Trustees have approved this and the Solicitations Review Committee of the Dayton Area Chamber of Commerce has been petitioned for agreement.

VII. Operational Needs and Financing

Along with the additional facilities necessary to accommodate the students enrolled at the University, is the need for more funds to maintain a good faculty and to assist qualified students who are in need. The following is included in the continuous Development Program, and gifts and beguests shall be sought from every possible source for:

1. Income which is to be used to support faculty salaries, to establish professional chairs, research and other educational projects such as educational television.
2. Income which is to be used to create more scholarships for qualified students needing such assistance.
3. Income to enlarge the revolving fund for loans to students who are having temporary financial difficulty in completing their education.

VIII. Responsibility for the Development Program to Carry Out the Plan

The following establishes definite responsibility for the Development Program in order to carry out the five year plan.

1. Administrative Responsibility

a. The President is responsible for the development of the University.

b Part of the President's responsibility is delegated to the Department of Development. The Director of this Department is responsible to the President and acts as his Assistant for fund raising at the University in cooperation with the Director of Public Relations and Alumni Activities.

2. Responsibility of the Associate Board of Lay Trustees and Development Committee

The Associate Board of Lay Trustees, along with its other advisory duties in regard to the administration of the University, shall be the advisory body in helping to plan the overall Development Program. Acting with the Administrative Council, it shall reexamine the long range Development Program periodically, in

> order to keep it in line with the changing times. It shall have the responsibility, along with the President and the Department of Development, of seeing that the Development Program is carried out through a Development Committee appointed for that purpose. This committee shall make regular reports of progress to the Associate Board for its recommendations, approval and support. Members of the Associate Board may be called upon to assist in special projects of the Development Committee.

GENERAL APPRAISAL

The organization of the University is well designed and is functioning with great effectiveness. This is evidenced in the excellent provisions made for planning, organizing, staffing and directing the Institution. Any deficiency in the operation would be a result of either overburdened or misplaced personnel.

The members of the Board of Trustees know from first hand experience the spirit of the University since many of them had been intimately connected with the University in administrative or teaching capacities. There is no doubt that the Board has the ability to make sound policy for the Institution. Its function is properly limited to determining policy rather than carrying out the policy. The only administrative officer of the University who is a member of the Board is designedly the President since he is vested with the responsibility of carrying out the policy of the Board. In this way, great administrative autonomy is given the University.

In general, the administration could be said to take an intelligent, purposeful, and far-sighted view of the University's operations. Apparently, the office of Dean of the College of Arts and Sciences stands almost in name only since the associate deans in charge of the various divisions report directly to the Dean of the University; it appears, however, that the office could be made operative to a much greater extent particularly in the holding of meetings of the departmental chairmen and divisional deans for unified and far-reaching planning. This would require additional personnel, since the present dean serves also as the Vice-president and as head of the Division of Arts.

The faculty has great potential for contributing to educational planning. This was demonstrated forcefully in the original Self-Survey where more than two hundred staff members volunteered their services and engaged in the demanding work of self-evaluation. At present much of this faculty potential has fallen short of being fully actualized. There is no doubt, however, that the fullest possible participation of the faculty in the University enterprise, particularly through cooperative and productive planning, is a necessity for both the desirable development of the University and the normal professional improvement of the faculty.

Apparently a weakness exists in a lack of understanding of the prime source of control of the University. It would be of considerable help if a separate University constitution or similar document were drafted, conformable to the provisions of the Constitution of the Society of Mary. In this way there would be greater clarification of the nature of the University, of its organizational pattern, and of the responsibilities of personnel within this pattern. At the present time, however, much of this is being taken care of in the compilation of the Faculty Handbook.

Advisory groups are well utilized in educational planning. The alumni, for example, has been surveyed recently and are actively interested in providing funds for a greater faculty. Students are well organized and present their ideas regularly to the administration through their Student Council. Special groups from the local community have shown keen interest in the development of the University particularly in the upward expansion into graduate work.

SECTION V

CURRICULUM AND INSTRUCTIONAL PROGRAM FOR CARRYING OUT THE TASK

The tasks of the University as they involve the curriculum and instructional programs have already been defined in SECTION I of this report. Special attention was there given to the nature and place of both General Education and Special Education in the University's total educational program.

This section of the report will deal with the extent to which the previously defined tasks are being carried out in the University's curriculum and instructional program.

At the outset an overview of the actual degrees offered by the University and of the kinds of curricula or majors pursued by its students toward each degree will reveal the nature and scope of the University's curriculum program. Table 21 below will provide this overview.

Table 21. Curricula Pursued by Full-Time Day Students

THE DEGREE OFFERED	CURRICULUM OR MAJOR LEADING TO THE DEGREE	CURRENT ENROLLMENT IN CURRICULUM OR MAJOR
Bachelor of Arts	Arts	3
	English	20
	History	5
	Journalism	0
	Math. Statistics	1
	Music	0
	Philosophy	5
	Political Science	25
	Psychology	28
	Sociology	19
	Speech	9
Bachelor of Fine Arts		17
Bachelor of Music		3

Table 21. (Continued)

Bachelor of Science in Business Administration	Accounting	65
	Business Organization	71
	Bus. Org. & Economics	63
	Economics	11
	Industrial Management	42
	Personnel Administration	19
	Retailing	27
Two-year Secretarial Studies Certificate	Secretarial Studies	28
Bachelor of Science in Education	Elementary Education	354
	Secondary Education	201
	Physical Education	96
	Art Education	5
	Speech Education	6
Bachelor of Science in Music Education		13
Bachelor of Science in Home Economics Education		8
Bachelor of Science	Biology	21
	Chemistry	64
	Geology	34
	Math or Math Statistics	39
	Physics	46
Bachelor of Science in Home Economics		34
Bachelor of Science in Medical Technology		33
Bachelor of Science in Nursing		24
Bachelor of Science for Premedical Students		205
Bachelor of Chemical Engineering		81
Bachelor of Civil Engineering		99
Bachelor of Industrial Engineering		46
Bachelor of Electrical Engineering		249
Bachelor of Mechanical Engineering		198
Associate in Engineering	Chemical Technology	24
	Electrical Technology	91
	Industrial Technology	37
	Mechanical Technology	102

The requirements which all students must meet in order to secure a Bachelor's degree (regardless of degree program or field of specialization) are the following:

Philosophy and/or Theology - For all Catholic students:	12-24 sem. hrs.
Philosophy - For all non-Catholic students:	12-18 sem. hrs.
English - For all students:	6 sem. hrs.
Speech - For all students:	3 sem. hrs.
Health and Physical Education - For all men students:	1½ sem. hrs.
Health and Physical Education - For all women students:	4 sem. hrs.
Military Science - For all men students:	6 sem. hrs.

Against the backdrop of the above two listings, the University's provisions for carrying out its program of General Education may now be considered.

General Education

According to its conceived task, the University should give every student a General Education by which the harmonious development of his general capacities is brought about as well as a Special Education for the development of the student's special capacities in preparation for his specialized field. It was previously mentioned that the University does not view its program of General Education narrowly as restricted to a formalized curriculum, since besides content it includes other experiences that do not come strictly within the instructional program. The treatment given here, therefore, will be limited to that area dealing with the subject matter fields listed in Section I under the implementations of the University's tasks in General Education. These subject-matter fields are the following: Theology and/or Philosophy, Social Sciences, Language and/or Literature, Natural Science and/or Mathematics, Health and Physical Education.

A quantitative breakdown of each of these subject matter fields for the two Colleges and for the two-year Technical Institute will show the extent to which each is offered in required courses (not including electives).

1. Theology and/or Philosophy.

College of Arts and Sciences: Throughout the College 12 semester hours of Theology and 12 semester hours of Philosophy are uniformly required of all full-time Catholic students.

Non Catholic students are required to have 18 semester hours of Philosophy.

College of Engineering: Twelve semester hours of Theology are required of Catholic students, and 12 semester hours of Philosophy of all non-Catholic students.

Technical Institute: Six semester hours of Theology and 6 semester hours of Philosophy for all Catholic students, and 12 semester hours of Philosophy of all non-Catholic students.

2. Language and Literature.

College of Arts and Sciences: The required hours in this area vary from 12 to 24 semester hours.

College of Engineering: Nine semester hours required of all students.

Technical Institute: All students required to have 4½ semester hours.

3. Social Science.

College of Arts and Sciences: The requirements vary within the different divisions as follows:

Division of Arts - 12 semester hours.
Division of Science - No requirements.
Division of Business - 6 semester hours.
Division of Education - 6 to 18 sem. hrs.

College of Engineering: No requirements.

Tehcnical Institute: 3 semester hours.

4. Natural Science and Mathematics.

College of Arts and Sciences:

Division of Arts - 6 to 8 hours.

	Division of Science - 10 to 26 hours. Division of Business - 9 to 10 hours. Division of Education - 8 to 14 hours.
College of Engineering:	38 to 58 hours.
Technical Institute:	$15\frac{1}{2}$ to 30 hours.

5. Health and Physical Education.

Throughout the University the requirements are the same as follows:
$1\frac{1}{2}$ hours for all men students;
4 hours for all women students;
6 hours in Military Science for all men.

There is a rather substantial segment of most curricula in which electives may be utilized to make up deficiencies in General Education. However, there is definite need for improvement in the required courses for General Education, particularly in the College of Engineering.

While it is true that in the College of Engineering a number of electives in non-technical fields are required of students and through counseling the student is directed into taking a minimal General Education component, nevertheless, many curriculum difficulties do exist which make the job of setting up a definite program of General Education in Engineering not an easy one. The curriculum committee of the College of Engineering has been and is currently studying the problems involved. The College has confidence that a solution will be reached even if it eventuates into a five-year degree program.

Because of the normal procedure for curriculum changes to originate within the respective departments and because of the natural tendency of the departments to focus attention on their own areas of special interest rather than on the larger needs in General Education, there is all the more need for representation of the complete faculty particularly through the department heads within each college. Regular sessions for unified planning could well be held by the deans of both colleges. Perhaps periodic general sessions of the deans and department heads of both colleges together could be profitably held more regularly. The holding of such meetings would not be new, for they have been held in the past.

Within the framework of course requirements for General Education, the areas of theology and philosophy on the one hand and language and literature on the other are most adequately taken care of for all students.

The greatest curriculum strength of the whole General Education program is without a doubt the depth and the uniformity of the requirements in theology and philosophy. This strength is even more augmented when it is realized that these two disciplines serve as the integrating factors of the entire academic program. In fact, it can be said that the specific curriculum feature that distinguishes the University of Dayton from other universities is this single one of the role assigned the disciplines of Philosophy and Theology in integrating the complete academic program.

Philosophy and Theology

As integrating subjects of the curriculum, the courses in philosophy and theology carry throughout the four years and cover deeply and widely a thoroughly thought-out range of subject-matter.

The line-up of course offerings in these subjects is shown in Table 22. That this line-up is faithfully adhered to by all the divisions is evidenced upon examination of the catalog.

Table 22. Line-up of Course Offerings in Philosophy and Theology

LEVEL	FALL SEMESTER		SPRING SEMESTER	
Freshman Year	Rel. 106	Dogmatic Theology (C)	Rel. 106	Dogmatic Theology (C)
	Phl. 103	Logic (C & NC)	Phl. 103	Logic (C & NC)
Sophomore Year	Rel. 210	Principles of Moral Theology (C)	Rel. 210	Principles of Moral Theology (C)
	Phl. 207	Philosophical Psychology (C & NC)	Phl. 207	Philosophical Psychology (C & NC)
Junior Year	Rel. 314	Principles of Ascetical Theology (C)	Rel. 314	Principles of Ascetical Theology (C)
	Phl. 402	General Metaphysics (C & NC)	Phl. 402	General Metaphysics (C)
			Phl. 306	Epistemology (NC)
Senior Year	Rel. 420	Christ and the Sacramental System (C)	Rel. 420	Christ and the Sacramental System (C)
	Phl. 306	Epistemology (C)	Phl. 306	Epistemology (C)
	Phl. 403	Natural Theology (NC)	Phl. 324	Ethics (NC)

C = Catholic Students; NC = Non-Catholic Students.

All courses are three semester hour courses.

Table 22 illustrates, furthermore, how the courses in both philosophy and theology are staggered throughout the four years and how they alternate with each other. This is done to help the integrating process.

The purpose of these courses is to enable the student to see himself in relation to God, to society, and to nature in an integrated manner. They furnish the universal principles whereby all things else in the curriculum gain meaning. They enable the student to discern a basic unity and order in the universe as they stem from the Supreme Intelligence. They permit the student to share in "humanity's hold on totality" as he comes to see the Divine plan for the Universe and for himself. Since the universal principles involved in these disciplines transcend the limits of the other sciences, the student comes to recognize that the conclusions of these other sciences can be interpreted only by the moral and spiritual principles emanating from the Eternal Ruler, God. In short, the disciplines of philosophy and theology furnish the vital principle underlying the entire academic program, informing the whole body of the curriculum and giving it unity and cohension. In this way the whole body of the curriculum becomes animated by the same life as stems from its source (in the vital principle) and makes the curriculum capable of functioning as a dynamic organism, i.e. a living, unitary structure with the parts so integrated that their relation to one another is governed by their relation to the whole.

While the courses in philosophy are studied through the process of reasoning exclusively, the courses in theology, on the other hand, rely principally on divine revelation or faith undergirded by reason.

The Program in Philosophy

Philosophy is the science of beings in their ultimate reasons, causes, and principles acquired by the aid of reason alone. As indicated above, one of its principal functions is to unify and systematize the aggregate of important knowledge within the domain of reason. The student who has the benefit of philosophic knowledge should have little difficulty in sifting truth from error from the mass of conflicting opinions that flood the world in speech, screen, newspaper, magazine, and book. It should yield an outlook upon the world as a whole that would bring into view the larger outlook of a God-given destiny.

In the Faculty Meeting of March, 1959, which featured the consideration of "Philosophy and the Integration of Knowledge,"[1] the following excerpt from the minutes serves to summarize integrally the function of philosophy in the University's instructional program:

> How does philosophy carry out its unifying function? What gives it its special title to be the regulator and orderer of the other disciplines? As was already hinted, that office flows from its very nature. By comparison with the other sciences which pursue the causes in a given genus of being, philosophy extends to a study of all being and deals with the highest causes. The scope of philosophy is as wide as reality itself. And it is only a knowledge arching in principle across the whole of reality that can judge how each part of reality stands to the whole; and by the same token only a discipline that in principle takes in the whole sweep of learning can judge with respect to the totality how each fraction of learning fits in. The individual sciences may investigate their subjects well and thoroughly; they may attain to their immediate purposes; they may achieve pragmatic results desirable and necessary in our age. But when it comes to setting their knowledges in proper order with respect to the rest of learning, all subjects must look to a higher, a universal knowledge.
>
> Nevertheless, the excellence of philosophy lies not in its universal character. Nor is the excellence of philosophy only in the power to order. Rather it finds its excellence in this that the object of philosophy stands preeminent among the objects of all the intellectual virtues; for it considers

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[1] Rev. Ambrose J. Heiman, C.PP.S., "Philosophy and the Integration of Knowledge," University of Dayton Faculty Meeting, March, 1959.

the highest cause which is God. Here lies wisdom. Wisdom comes into its own, even on the philosophical level, not by considering a subject like being, but by pursuing it to its highest cause, the first efficient cause and the ultimate final cause. The office of the philosopher to order and to judge other knowledges accrues from this concern with the highest cause, specifically the final cause, the ultimate purpose of things. Grasping in some way that ultimate final cause which is the principle of order in the real world, philosophy is thereby authorized to order and judge man's knowledge of that world.

How without final causality could things possibly be order and how, without knowledge of final causality, could human sciences possibly be order? Whatever unity there is to human knowledge arises from the relation of our sciences to one end. Viewing all things in reference to their ultimate end, philosophy can envision, with respect to that end, all the various specialized forms of knowledge. By embracing that unity which all creatures claim from their common relation to the end of the universe, philosophy becomes the ruler, the unifier of all the other sciences. Philosophy, therefore, and even more so theology, cannot be leveled into two more departments on a par with the rest, competing with the other subjects for credit time. They can carry out the function that is theirs only if they are given the eminence and universality which their nature demands.

Chart 8, on the next page, shows the pattern of studies that makes up the University's required courses in philosophy.

The description[2] of each course as it appears in the ordered sequence and as it assists in undergirding the academic program follows:

1. Phl. 103 LOGIC (3 sem. hrs.) - The science of correct thinking. It is the science of those principles, laws, and methods which the mind of man in its thinking must follow for the accurate and secure attainment of truth. Correct thinking is a necessity in any problem that confronts the mind. It makes no difference whether the student discusses a problem of politics, or economics, or science, or law, or art, or history, or just the

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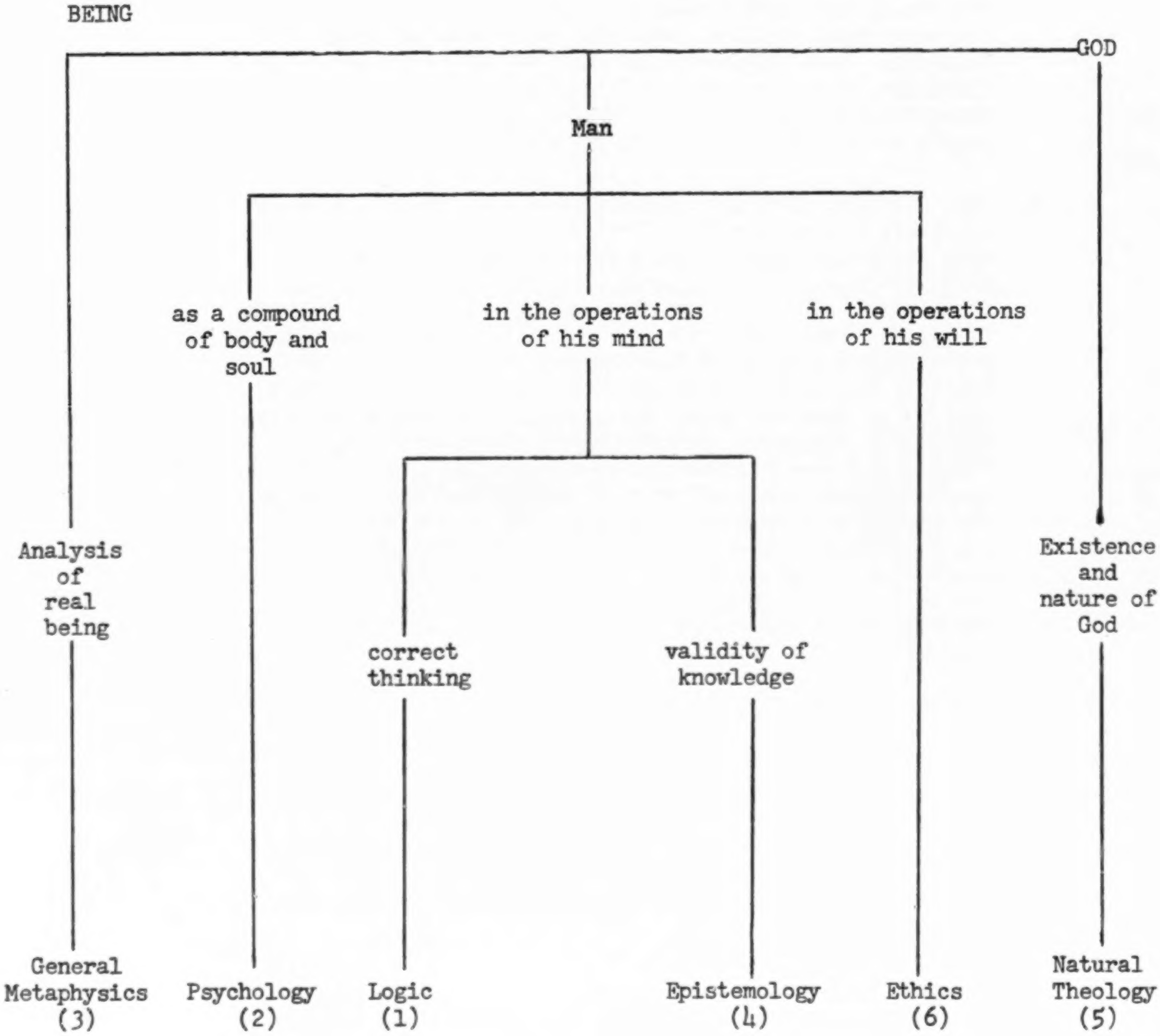
[2] These descriptions are taken from the department's descriptions in the University catalog supplemented by the material in the standard text books used by the department.

Chart 8

PATTERN OF STUDIES IN PHILOSOPHY*


BEING
GOD
Man
as a compound of body and soul
in the operations of his mind
in the operations of his will
Analysis of real being
correct thinking
validity of knowledge
Existence and nature of God
General Metaphysics (3)
Psychology (2)
Logic (1)
Epistemology (4)
Ethics (6)
Natural Theology (5)

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*The numbers by which the courses are indicated represent the place each course has in the order of sequence.

commonplaces of life, reasoning enters into every such discussion. Thinking is the basis of reasoning, and to know the laws of correct thinking will, therefore, be a great help in avoiding errors and in finding the truth. The widespread differences of opinion among men concerning the most vital problems show the importance of clear thinking. Most arguments and discussions would not be so fruitless if the principles of correct thinking were better understood and applied. It is the function of logic to supply this knowledge and its applications.

2. Phl. 207 PHILOSOPHICAL PSYCHOLOGY (3 sem. hrs.) - A study of the nature of man. If first things are to be put first, then the importance of gaining a thorough acquaintance with man himself in his nature and inmost being becomes imperative, since this is the goal of most of our efforts. The face of the earth may change, matter may be cast into a thousand new molds at the command of science, but the heart of man goes on beating with the same emotions that stirred it when the human race began. The scenes and the background may vary; but the drama of human living follows the same pattern in its essential features. The mind and heart and instincts of man are ageless. Through the method of deductive reasoning, the course deals with the following: essential differences between living and non-living beings; nature of the vital principle and vital operations in plant and animal life; essential superiority of human life; external and internal sense perception; the origin of ideas and the nature of the intellect; sensory and rational appetition; the nature, origin, and immortality of the soul.

3. Phl. 402 GENERAL METAPHYSICS (3 sem. hrs.) - An analysis of real being in terms of its principles and properties. The analogy of being; the transcendental attributes of being. The application of the theory of act and potency to the problems of essence and existence, substance and accident, the one and the many, causality; special classes of being.

4. Phl. 306 EPISTEMOLOGY (3 sem. hrs.) - A critical examination of the validity of sensory and intellectual knowledge; the problem of the trustworthiness of the senses; the problem of the universal; an appraisal of the claims made by various forms of skepticism, idealism and subjectivism.

5. Phl. 403 NATURAL THEOLOGY (3 sem. hrs.) - This is a study of the existence and nature of God as discoverable by

natural reason; the divine causality; the relation of the universe to God; the problem of evil; criticism of the arguments advanced by the atheist and the agnostic.

The supreme end of man is the good of his intellect, namely the true, and that is God. Hence the contemplation of God is the supreme good of man. It is, therefore, the work of the wise person to study God. Consequently, the philosophy of God, or as it is sometimes called, Theodicy, which deals with the study of God, is the highest human scientific endeavor. It is wisdom.

6. Phl. 324 ETHICS (3 sem. hrs.) - A study of the morality of human conduct. Human conduct is free, knowing, deliberate human activity. Such activity is either in agreement or disagreement with the dictates of reason. The relation (agreement or disagreement) of human activity with the dictates of reason is called morality. Ethics studies human activity to determine what it must be to stand in harmony with the dictates of reason.

Ethics furnishes the norm by which relations among men (professional, social, political) are regulated. It shows what such relations should be, and indicates the reasons that require them to be so. Faulty ethical theories, as well as the lack of definite ethical principles, have been and are still the cause of great disorders in our political, economic, and social world. This fact is apparent in such things as Communism, Socialism, Companionate Marriage, Euthanasia. Sound ethics supplies the scientific knowledge which evidences the unworthiness and unreason of such things.

This is the culminating course in the philosophic sequence. The specific topics treated include: happiness and the ultimate end of man; the structure of the human act; norms and the determinants of morality; eternal and natural law; conscience; moral virtues; rights and duties. It also includes the study of the application of moral principles to man as an individual and as a member of domestic and civil society, national and international.

The Program in Theology

The courses in theology on the campus serve as part of the core of the General Education program in that they establish and strengthen the basic relationships which should condition the life of the Christian, namely relationship with God, relationship with the Church, relationship with human beings. They also afford a point of orientation toward proper relationship with the physical environment.

These courses are designed to supply a principle of integration, i.e. uniting parts into a whole. This principle of integration takes on a two-fold character: (1) it seeks to effect the unification or synthesis of theology itself on the one hand, and (2) it seeks to effect a basic relationship of the program in theology with the other fields of learning.

In his paper on the "Integration of Sacred Doctrine," Rev. Edwin M. Leimkuhler, S.M. expresses this dual integrating function of the program in theology as follows:

> The integration of sacred doctrine allows for two large syntheses. This arises from the very nature of the divine character of the Christian religion. The two large syntheses may be around the primary cause and toward the accomplishment of the final cause. Now these two ends resolve themselves in God because He alone is the beginning and the end of all things.
>
> In reality, the two ends resolve themselves as complementary. The one, preoccupied with the loftiest and noblest endeavors of man's union with God, ought to bear more abundant fruit in the every day pursuance of God's Will on this earth. The other, preoccupied with the accomplishment of God's Will in this world, cannot afford to do without the applications of the loftiest clarifications of His Will in man's way of life here below. The point of integration for sacred doctrine, therefore, is the position of theology for the apostolate.
>
> The position of the theology for the apostolate in serving as the point of integration for sacred doctrine serves, at the same time, to supply the central point whereby an integral relationship is given all other fields of study. This is particularly true of the social sciences. There are problems in the social sciences which only the spirit of the apostolate can help correct. If our teaching of sacred doctrine neglects them or even abets them, we are not only being remiss and outmoded, but in a comparatively short time we might incur the indictment of our own present graduates Never was the time more opportune

for a renewal of the total Christian spirit in the world than at the present.

The Holy Father, Pius XII, in many instances declared emphatically that training in the spirit of apostleship is an essential element in modern education, a strong rampart of Christian living, and that it is a special grace to be called to an apostolate so closely linked to that of the priesthood. A wise educator cannot overlook this; otherwise he would narrow the frontiers of the goal to be accomplished and would attain only with great difficulty the totality of the ends to be pursued by a truly Christian education.

This calls for a sustained, positive endeavor to inquire intelligently into the fundamental doctrines of Christianity for the forming of a social consciousness and responsibility for the solution of the problems of the temporal order. It calls for a study of morals that have to be thought through beyond the personalist stage of conformity to the law, to the positive realm of the virtues and the social connotations of the Beatitudes.

Teaching sacred doctrine with these aims would certainly have its impact in the related fields of major studies and help to form that sense of social responsibility and competence in the solving of the problems of the temporal order. There is a discipline of the mind and heart in all this that has a great sense of intellectual and spiritual values. It is conducive to integral Christian living for the individual and a sense of need for its ever widening loyal cooperation in the ranks of the laity. A sense of social responsibility is needed to effect an integral way of Christian living.

The emphasis on the Mystical Body brings out both the social character of all the sacraments and the social character of the Church as a spiritual society. The same emphasis awakens a sense of vocation and mission in our lay people. This is vocation in the real sense, namely, a sense of mission through services in the exegencies of life. This is "engagement" with a sense of social responsibility whichs knows and understands its duties of state as sharing in the Redemptive action of Christ for the establishment of His Kingdom.[3]

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[3] Rev. Edwin M. Leimkuhler, S.M., "Integration of Sacred Doctrine," paper given at the annual meeting of the Kentucky, Southern Ohio, and Southern Indiana Region of the Society of Catholic College Teachers of Sacred Doctrine held at Xavier University, Cincinnati, Ohio, February 16, 1957; reported in the Catholic Telegraph Register (February 22, 1957).

The distinctive stress of the sequence, therefore, is on the fundamentals of theology for the layman with emphasis upon awakening and developing a sense of vocation and mission in the member of the Mystical Body of Christ for the enduring work in later life of collaborating in the organized apostolate of the Hierarchy in the mission of the Church.

The description of each course as it appears in the ordered sequence and as it contributes toward theology as an integrating discipline in the curriculum follows:

1. Rel. 106 DOGMATIC THEOLOGY (3 sem. hrs.) - This is the beginning course in the theological sequence. It studies the nature of theology; the true religion; the Church of Christ; the sources of revelation; the existence and nature of God; the blessed Trinity; creation; angels; the governance of the world.

2. Rel. 210 PRINCIPLES OF MORAL THEOLOGY (3 sem. hrs.) - This second course in the sequence includes such topics as: happiness - man's final goal; human acts; the morality of human acts; man's emotions; internal principles of good living; vices and sins; law; divine grace. (The counterpart of this course in the philosophy sequence for non-Catholics is Ethics.)

3. Rel. 314 PRINCIPLES OF ASCETICAL THEOLOGY (3 sem. hrs.) - This is a direct follow-up of the foregoing topics relating to the principles of Christian living in that it treats the virtues by which man perfects his being. It also gives considerable attention to the states of life by which he endeavors to attain his ultimate happiness in God.

   The topics relating to the virtues include: Faith and Hope; Charity; Prudence; Justice; the parts of Justice; Fortitude; Temperance.

4. Rel. 420 CHRIST AND THE SACRAMENTAL SYSTEM (3 sem. hrs.) - This final course of the sequence consists of a study of Christ (Incarnation and Redemption); the Sacraments (in general and particular); the judgment.

Articulation with the Lower Schools

The general education program is genuinely a continuation of the work done in the secondary schools. Careful analysis of high school transcripts permits placement in proper sequential studies in many areas. In addition, the Guidance Center carries on an effective program of testing and counselling for all students in each division of the University. Results of the testing program are available to all Deans, and proper use of these results enables each department to articulate the general education program for each student on an individual basis.

The University system of student records, its registration procedure, and its credit system including stipulated prerequisites, all are geared to place a premium upon broad and continuous study in general education fields.

Advanced Education

The term "advanced education" is used to denote those curriculum offerings in the usual academic fields that in general presuppose the completion of the greater part of general education. Consideration will be given to the fields of work offered in the junior and senior years or more specifically to the courses labeled 300 or 400 as listed in the catalog.

The range and thoroughness of advanced education in the light of purposes are above average in all curricula and the means of concentration also rank high. For example, the Division of Arts requires students to complete at least 64 semester hours of 300-400 courses. This is one half of the minimum number of semester hours required for the Bachelor of Arts degree. Most departments have fairly clear policies regarding prerequisites for advanced courses. More uniform observance of these policies by those responsible for approving student schedules is desirable in some cases.

The means of concentration is the requirement of a major. All departments allow latitude in the choice a student has in selecting certain courses to complete a major after the required courses have been pursued. A desirable balance between required and elective upper-level courses in harmony with the purposes of the University was found to exist in all but one department. Most of the departmental chairmen see the need and desirability of supplementing the usual major requirements for the degree by offering honors courses, thesis requirement, comprehensive examinations, and the like. While a number of the departments have introduced seminars and the Education Division requires comprehensive examinations, the other supplementary provisions are not taken care of at present although most of the chairmen indicate that their departments are considering new and specially designed vehicles to serve this purpose. To aid the student in awareness of the concentration of courses for the major of his choice, the requirements are uniformly clearly stated in the catalog.

Certain departments are weak in enrollment, and the University would do well in considering either the dropping of the offering of a major in these departments or find ways and means of increasing the clientele. Some examples are Journalism, Speech, Nursing, and Mathematical Statistics, and perhaps Home Economics. The Art department is likewise weak in enrollment, but because of the affiliation of the Dayton Art Institute with the University the enrollment figure given here represents only part of the larger enrollment at the Dayton Art Institute not accounted for here.

In order to give advanced work, a university should have an adequately trained faculty, necessary library and laboratory facilities, and adequate financial resources to meet the demands of advanced education without jeopardizing the work in general education. The survey reveals no overlap in teaching assignments from one department to another. Department heads give evidence that staff members assigned to teaching the advanced courses are qualified either through doctoral degrees or near-doctoral degrees and through demonstrated proficiency. Certain departments, however, could be strengthened, particularly the Departments of Sociology and Home Economics. This does not imply that the instructors are incompetent; on the contrary, the results show that the faculty of these departments are doing an excellent job. There simply are not enough members on the staff to do all of the work indicated by the offerings in the catalog. Either these faculties should be enlarged or some of the courses should be omitted.

The library facilities appear to be in reasonably good shape. In several cases the lack of enough and up-to-date books on the shelves for certain departments stems from either a too conservative budgetary request or in not utilizing the budgetary allotment by members of certain departments.

Since the completion of the two new buildings, Wohlleben Hall and Sherman Hall, laboratory facilities are considered quite adequate except for the Department of Speech. The Speech Department feels that an auditorium along with other physical needs are imperative; however, the administration has held back from acceding to these requests by reason of the relatively small enrollment of majors in this department.

Relative to the level of scholarship maintained in the advanced courses offered and accredited by the respective departments in the Evening Classes, past weaknesses have been or are now being remedied through better utilization of the day-time staff and through a progressing program of applying the same high standards as held in the day classes to the Evening Division. Standards of admission are likewise in process of being equated.

In the entire area of advanced education, two large needs stand out: (1) the need to pare down the number of course offerings to a point where the enrollments justify the offerings; and (2) chairmen of the different departments should seriously request adequate budgets for books and periodicals in their respective fields and should follow-up on their proper utilization.

Professional and Technical Education

The curriculum committee decided to classify the following curricula as "Professional" or "Technical:" (1) all programs in the Division of Education; (2) all programs in the College of Engineering; (3) all programs in the Technical Institute; (4) all programs in the Division of Business Administration.

On the basis of the investigation made, an attempt is made herein to summarize the findings regarding the demand for the programs as evidenced by present enrollment and numbers of graduates in recent years, and to evaluate the competence in the areas of faculty, library, and laboratory relative to each curriculum.

The Division of Education Curricula

The Department of Education was started in 1920, and its present organization as a Division dates from 1937. Its programs were accredited by the National Council for Accreditation of Teacher Education in 1955, and it was received into membership with the American Association of Colleges for Teacher Education in 1956. It has grown to include nine programs which are shown in detail in the University catalogue.

Some difficulty was encountered in evaluating some of the programs in Education because of overlapping with departments outside the Division of Education. For example, students following the program in Music Education take their music courses with the music majors in the Division of Arts; students following the program in Home Economics Education take their home economics courses with the home economics majors in the Science Division.

In average training, teaching ability, and prior teaching experience on the lower levels, the competence of the faculty is more than adequate. Among the full-time faculty members teaching professional education courses, 9 have the doctor's degree and 3 have the master's degree. The library resources are more than adequate. This is enhanced particularly by the Education Curriculum Library housed in the education building of Chaminade Hall. The only deficiency here is lack of accessibility to the curriculum library in the evenings by part-time evening students. Laboratory facilities are quite adequate. To the extent that the Department of Speech is not adequate in certain respects, the program in speech education is affected. Faculty salaries are above average. Most members of the faculty felt that library budgets were sufficient.

The increase in enrollment over the last six years shows the vitality and the progressive growth of the various teacher education programs as evidenced in the following statistics:

1. Full-time day enrollment in Education:

1953-54 (September)	346	
1958-59 (September)	652	
Percentage increase ...		88.4%

2. Enrollment of part-time students in Education:

1953-54 (September)	178	
1958-59 (September)	551	
Percentage increase ...		209.6%

3. Enrollment of summer school Education students:

1954........................	300	
1959........................	1200	
Percentage increase ...		300%

4. Number of graduates in Education Division:

1953........................	89	
1959........................	179	
Percentage increase ...		101.1%

The greatest growth has occurred in the programs of Elementary and Secondary Education as revealed in Table 21 on page 90. The demand for the program in Health and Physical Education for Mem appears adequate and stable. The demand for the women's program in Health and Physical Education appears to be marginal; however, the program justifies itself in that many of the courses are being pursued jointly by men, and the significant number of courses which are being taught for women alone are rotated in such a manner that they tend to guarantee sufficient enrollments. In these latter courses there are also additional students enrolled who are not majors in this field.

The Education Division offers also two types of post-graduate programs for teacher certification, namely: (1) a Retraining Program for in-service teachers who desire to transfer from one type of certificate to another (usually from high school teaching to elementary); (2) a teacher certification program for holders of Non-professional Degrees. Of the former, the total number of students presently enrolled (most of them on a part-time basis) is 35. Of the latter, the current enrollment is 47, making a total enrollment of 82 students pursuing the post-graduate programs for teacher certification. (It should be clarified that the courses pursued in these programs do not lead to an advanced degree but only to teacher certification.)

The courses in the programs of Music, Speech, Art, and Home Economics Education are not taught exclusively for the few students listed in the Education Division; education students pursue these courses along with the majors in these fields in the Divisions of Arts and Science.

The Engineering Curricula

Curricula in Chemical Engineering, Electrical Engineering, and Mechanical Engineering were established in 1910. The Civil Engineering curriculum was established in 1915, and the Industrial Engineering curriculum was officially organized and given departmental status in 1953. The College of Engineering has ECPD accreditation for all of its programs.

The qualification of faculty members is adequate particularly in technical and professional experience. There is a slight shortage of faculty possessing the training and experience in a wide variety of areas required to support the curricula completely; consequently, a number of the specialized courses involved in this shortage of personnel are offered in the evening by part-time instructors.

The Engineering library resources appear to be adequate on the whole, but one department felt that supporting libraries in closely allied fields were inadequate. In all departments the accessibility of books and periodicals has been greatly improved through the establishment of the specialized library in Wohlleben Hall with open-shelf service.

The laboratory facilities for Mechanical Engineering have been adequate ever since the construction of the Mechanical Engineering Building in 1948. The other departments had been laboring under the handicap of inadequate laboratory space until the recent construction of both the Chemistry and Chemical Engineering Building and the Science Building; the additional space has helped all departments considerably. All departments felt that library budgets were sufficient for improving library resources at a reasonable rate.

The number of students presently enrolled in each curriculum is shown in Table 21, page 89. The current enrollment, particularly at the freshman and sophomore levels, indicates that the demand for all engineering curricula is rapidly increasing. Apparently the College of Engineering has succeeded in establishing itself on a solid and stable basis.

Technical Institute

Basic Technology was started in evening school in 1950. Courses were added to meet the demands of modern day industry as interest and enrollment increased. Thus, there was sufficient demand in 1952 to begin day school with three specific programs which were:

Electrical Technology
Industrial Technology
Mechanical Technology

Two more programs, printing technology and quality control are now available in the evening school. When interest and enrollment reach sufficient size, these will doubtless be made available in day classes.

All programs are accredited by the ECPD.

The number of faculty members presently employed ranges from sufficient in Mechanical to slightly insufficient in Industrial and in Electrical. The average training of the entire staff is more than sufficient. The average teaching experience is slightly insufficient in Electrical, more than sufficient in Mechanical, and sufficient in Industrial. The average professional non-teaching experience in appropriate or closely allied fields is from more than sufficient in Mechanical to slightly insufficient in the others.

The quality and the quantity of the library books have greatly improved by reason of the greater accessibility of the Engineering library in Wohlleben Hall. The problem of equipment and space likewise has been fairly well resolved through the enlargement of the Engineering facilities.

The enrollment in the Technical Institute programs has increased remarkably since its inception. Because the trend in modern industry is toward the use of more and more automation, the demand for these programs will undoubtedly increase still further. Another factor favoring increase in demand is the number of graduates who are being used on supervision in the Dayton area with satisfactory results to all.

Business Administration Curricula

A survey has been made of the nine major programs of the Division of Business Administration which are included in the curricula of the Department of Business Organization. In addition, the restricted Associate Program in Business Administration and the Certificate Program in Secretarial Studies have been surveyed.

The four principal fields of professional training covered by the survey are management, marketing, banking, and finance, all of which are included in the offerings of the Department of Business Organization and Economics.

By averaging the personal estimates made by each of the sixteen faculty members, the average training of the faculty members is indicated to be slightly below the degree designated as sufficient but verging on sufficiency. The average teaching ability, average teaching experience and average professional non-teaching experiences were each evaluated as clearly sufficient. Three areas, namely the number presently employed full time, the money presently applied to salaries and the money available for professional activities, were each evaluated as sufficient.

Each of the areas considered under library resources was evaluated as either sufficient or as verging on sufficiency. These areas include the quality, quantity, and accessibility of books and periodicals. A common opinion was that the deficiency is on the part of the faculty members themselves inasmuch as they have been remiss in requesting new books.

The evaluation of laboratory resources was made mainly by those regularly making use of business machines. Present equipment and the money available for purchase of new equipment were estimated to be slightly insufficient, although the money available at present for supplies is regarded as sufficient.

Much of the most unsatisfactory aspect of laboratory resources is the matter of available space, which in the unanimous opinion of those interviewed is quite inadequate. The space problem has approached a temporary solution through the additional housing in St. Mary's made possible by the vacating of the Biology and Physics Departments for the new Science Building. A complete solution will have been achieved with the construction of the Business Administration Building which is presently being planned.

A statement of figures for the Department of Business Organization and Economics as a total area was provided by the head of the department, which reflected a total current enrollment of 625, with a stable number of graduates during the past five years varying from 106 - 127.

For each of the eleven programs conducted, a similar set of figures was obtained which indicated in each instance that a sufficient demand for the program exists, based on current enrollment and stability of trend in number of graduates during the past five years.

Student Scholarship

Under the heading of "Student Scholarship" the report covers the following related areas: (1) Knowledge about Students, (2) Stimuli and Rewards for High Scholarship, (3) Academic Standing, (4) Advanced Placement Program, (5) Adjustment of Instruction and Curriculum, (6) Curriculum Revision, (7) Marks and Examinations, (8) Attendance Policy.

1. Knowledge about Students. - Information about students is gained initially in the following ways:

   a. Placement tests are given to all students at the University before the beginning of their freshman year. These tests include: (1) Interest Inventory, (2) Personal Adjustment Inventory, (3) Academic aptitude test, (4) Specific aptitude and achievement tests.

   b. The Guidance Center conducts interviews with each student and counsels on the basis of each student's profile yielded by tests results. The Guidance Center also records the interview.

   c. The test results are used by the deans of the different divisions as aids in the selection of proper courses of study for students and for general guidance.

   d. Indicated levels of proficiency must be demonstrated on certain achievement tests before the student is permitted to take college credit courses.

   e. For students who score below the accepted norms, non-credit refresher or partial - credit remedial courses are offered. (The number of these at present is being rapidly diminished.) The major fields in which these refresher and remedial courses are offered are English, physics, chemistry, mathematics.

   f. It is the policy of the Guidance Center to send the results of placement tests only to the dean of the division in which the student is enrolled. The Guidance Center does not reveal test results to members of the teaching staff.

g. Each dean has a definite policy concerning the access to students' record folders which are kept in the dean's office. Each student's record folder contains pertinent and personal information which is amassed during the student's stay at the University. All deans feel that since part of this information is of a confidential nature, the record folder should be properly safeguarded. For example, all instructors of the education division are assigned a number of students as counselees. The instructor is informed by letter that he has ready access to the files of the students. Any member of the teaching staff in the division has ready access to the file of any student if he can show sufficient reason for seeking the information. All other persons must receive permission of the dean to obtain information from a student's folder.

All other divisions have pretty much the same policy as the above; that is, all divisions safeguard the confidential nature of students' folders, but permit ready access to all authorized persons.

h. The Registrar's office maintains the policy of not permitting any person to have access to all the information in a student's folder. Only the information sought is abstracted from the folder and given to those persons entitled to the information.

i. Achievement levels of the student may be determined from the grades he has received in courses taken at the University. This information is available in all offices where records of the students are kept.

A careful study of the student's record folders maintained in the deans' offices reveals that the administration has a large collection of pertinent information on each student consisting of Guidance Center records, interviews, comments, letters to students, letters from students, address, phone number, semester mid-term and final grades, deficiency reports from instructors, and many other pieces of pertinent information collected during the years of the student's attendance. Some of this information is personal in nature.

The existing policies are set up to protect the students' records from unauthorized persons.

The wide range in the selection of major and minor courses and the system of electives offer the student ample chance to pursue his lines of interest.

2. Stimuli and Rewards for High Scholarship. - The committee investigation of this phase of the report found the following stimuli and rewards for high scholarship in effect:

   a. The principal reward for scholarship is the Alpha Sigma Tau Honor Key. It is awarded to seniors who have a point average for seven semesters at the University of at least 3.50 based on a maximum of 4.00. The presentation of this award is made on Honor's Day before the assembled student body and friends of the graduating class. This honor is announced at graduation when the degrees are conferred. The names of students who receive this award are released to the local papers for publication.

   b. Other awards given on Honor's Day are as follows: (1) Award of excellence given to the outstanding junior and to the outstanding senior in Civil and Chemical Engineering; (2) Award of excellence to the outstanding senior in the Department of Business Administration; (3) Awards to the outstanding junior and to the outstanding senior in the Department of Mathematics; (4) Awards to the two outstanding seniors in Philosophy; (5) Award to the outstanding senior in Education; (6) The _Phi Alpa Theta_ Scholarship Key is awarded to the outstanding senior in History.

c. There are honor societies on the campus which aid in getting students to do better than average work. These societies are: (1) _Sigma Delta Phi_, (2) _Phi Alpha Theta_, (3) _Alpha Psi Omega_, (4) National Mathematics Honor Society of Secondary Schools, (5) Education Honor Society.

d. Each semester a list consisting of first and second honors achieved by the students in each division is prepared by the respective deans. First honors are achieved by students who gain a point average of 3.50 to 4.00. Second honors are achieved by those students who attain a point average from 3.200 to 3.499.

The special Dean's List containing names of students who achieved first honors is published and is sent to the publicity office for release to the newspapers in the home towns of the respective students. The different divisions publicize the honor students in additional ways as follows: (1) A copy of the honor list is sent to each student on the list; (2) A copy of both first honors and second honors is posted on the bulletin boards; (3) A special card stating the honor obtained is sent to each student via the parents of the student; this card is accompanied by a special letter of congratulations.

e. Letters of recommendation are written when outstanding students request such in applying for fellowships or assistantships.

f. In some departments such as Mathematics, Chemistry, and Physics, students who do outstanding work are permitted to teach refresher courses.

g. Honor students are granted certain privileges, e.g. having access to the library stacks, not held to the absence policy, automatic permission to carry over-load, etc.

3. Academic Standing. - The following rules govern the question of academic standing:

a. To be in good academic standing the student must have a semester point average of 2.00. The cumulative point average of 2.00 is required for graduation.

b. Any student who has a semester point average of 1.00 or less is required to withdraw FROM THE UNIVERSITY. The Registrar's Office indicates on the permanent record that the withdrawal was due to poor academic work.

c. A semester point average between 1.00 and 2.00 AUTOMATICALLY places the student on probation for the next semester. The Registrar's Office indicates such probation on the student's permanent record.

d. To remove probation a student must earn a minimum point average of 2.20. If he fails to do so he must withdraw from the Division in which he is enrolled. He can remain in the University only if he is accepted by the Dean of another Division.

e. No student may be placed on probation more than twice in the same division.

In general, if it appears from the record that a student is not meeting the requirements, either scholastically or otherwise, he may be placed on probation or he may be requested to withdraw from the University.

4. Advanced Placement Program. - The Advanced Placement Program offered to Secondary Schools under the auspices of the Advanced Placement Committee of the College Entrance Examination Board has the wholehearted support and approval of the University of Dayton.

The University offers no such program of its own, but wishes to cooperate with the Advanced Placement Program such as it is outlined, suggested, and conducted by the Commission on Advanced Placement.

The University offers not only Advanced Placement, but also Advanced Credit to such students who have been enrolled in this program under the following conditions:

a. That the student has the approval of the authorities of the high school he is attending to pursue the college level courses.

b. That the student (either on his own, or under a designated tutor or teacher) has pursued the subject (s) as outlined in the Advanced Placement Program Syllabus.

c. That the student has taken the test(s) provided and scheduled by the College Board, and administered according to directions given.

d. That the student has received the favorable interpretative grade of the Educational Testing Service.

The University encourages the establishment, continuation, and growth of the Advanced Placement Program in high schools. The University gladly offers whatever assistance possible to high schools interested in the Advanced Placement Program.

5. Adjustment of Instruction and Curriculum. - The various deans use the results of the placement tests to varying degrees to plan the courses of study for each student. Some students, who do not meet the minimum requirements on the placement tests, receive special counseling followed by curriculum adjustment.

There are courses in several departments in which the superior students are given more challenging work. This often depends upon the initiative of the individual instructor.

There are differentiated programs within each division which follow both student interest and student ability.

The instructional procedure most commonly used within the different departments is the lecture-discussion method and lecture-demonstration method; maps, motion pictures, slides, and other audio-visual aids are liberally used. Practically all departments have rooms equipped with motion picture machines and screens or they have ready access to them.

The University requires orientation classes for new students in which form books are given to students indicating the style of writing for term papers.

6. Curriculum Revision. - The various department heads were questioned concerning changes in curriculum within the past five years. They were asked why they dropped the courses which no longer occur in their curriculum. The large majority of the departments dropped courses which proved to be no longer of much service to the original purposes. Many added new courses to meet the requirements of their accrediting associations and to offer electives for the special interests of students. Some other courses were added to meet popular demand and to implement University purposes more broadly, that is, beyond the requirements of the accrediting associations. Some departments within the past five years have made complete revisions of their curricula.

7. Marks and Examinations. - The data compiled under this caption were obtained from a questionnaire which was answered and returned by 101 full-time faculty members.

Instructors considered the type of examination best suited for their courses as follows: essay type alone, 52%; combination of essay and objective types, 32%; objective type, 17%; oral type, 9%; and standardized or uniform test, 9%.

While the large majority of the teachers (72%) use the type of examination which they considered best suited for their courses, nevertheless, 30% chose the type most easily graded. In many of these cases, 25%, the choice was a matter of expediency, due to large class enrollments.

Associated with examinations, the following points were noted: (1) Most teachers, 98%, prepare their own examinations; (2) A vast majority, 93%, gave at least some consideration to effective expression; (3) Seventy-five percent of the faculty were aware of the fact that material was available which could assist them in the improvement of their testing procedures.

The University has a clearly established marking system, which is explained in the catalogue, on Grade Sheets, Examination Schedules, and in various official communications to students and to faculty.

Students generally approve the grading system in use at the University. This was indicated in the results of the questionnaire submitted to 430 students at random. Result of the survey showed that 74% of the students thought the instructors were fair; 20% thought they were not; 5% gave other answers; and 1% did not answer.

Studies that reflect the operation of the marking system employed are the questionnaires of the Self-Survey Review Board and the report of the committee investigating marks and examinations. An item on the course evaluation card which probably reflects student opinion of instructors' grading practices more than anything else is labeled "Impartiality." The IBM Student Course Evaluation project, started in the autumn of 1956, also points to approval by students of the University grading system.

8. Attendance Policy. - As a result of the findings of the 1957 Self-Survey and at the request of the Academic Council, a faculty committee on student attendance was appointed by the Dean of the University in November, 1957. After presenting progress reports to the faculty (Faculty Meetings of February 28 and April 23), the committee submitted a final report on May 21. The report was approved by the Academic Council at its meeting of May 25. The Administrative Council endorsed the action of the Academic Council on August 26. The new policy became effective with the opening of the 1958-1959 academic year.

a. Basic Principles. - In formulating the new attendance policy the committee was guided by the following basic principles:

(1) Students must attend class. Their attendance should be

carefully checked, and appropriate sanctions should be applied whenever excessive absences occur.

The University exists for the attainment of certain clearly defined and expressed purposes. These purposes include the complete and harmonious development of each student's capacities. To assure this development, the University, guided by its wisdom and experience, prescribes certain courses and programs of study. It follows that the University must insist that students pursue these courses faithfully and diligently. The student who arbitrarily cuts classes according to his personal whim and fancy frustrates the University's purpose by withdrawing from the very influence which the University provides for effectively promoting his development. Moreover, the students who attend the University are, in general, average students--students who are not only in need of guidance regarding the courses they should take but also in need of some external discipline to assure that they will make the most of the opportunity given them to acquire a sound education. The University cannot be indifferent about the attendance of these students at class without shirking its responsibility both with regard to the attainment of its own purposes and with regard to the guidance it ought to provide in order to insure each student's academic success.

(2) It is inevitable that circumstances will arise that prevent a student from attending class. This fact should be accepted and no penalty should attach to an absence over which the student has no control. However, there is a point at which absences for any reason (or any combination of reasons) become excessive because too much course content has been missed and the objectives of the course can no longer be realized.

In guiding the student to maturity, the University has the obligation not only of prescribing what is best for him but also of developing in him a sense of personal responsibility and self-direction. This implies that he must be given the opportunity to experience "moments of decision" during which he weighs conflicting or competing values and makes a personal choice. In the matter of class attendance students should be permitted to judge whether or not particular circumstances justify their absence from a class. At the same time, however, there must necessarily be a maximum number of times when such discretion can be exercised.

b. The Policy. - On the basis of the above principles, the following attendance policy is in practice:

(1) Students should attend ALL scheduled classes.

(2) The University will tolerate a number of absences totaling twice the number of credit hours allotted to a course.

In effect, this amounts to the equivalent of two weeks of class. For example: the University will tolerate six absences in a semester for a three credit course; it will tolerate two absences in a one credit laboratory course, whether the course is two or three hours long; it will tolerate two absences in an evening class meeting once a week for three hours and yielding three credits.

(3) Days before and after holidays, and other days designated by the Academic Council, will be regarded as double-absence days.

(4) A student who exceeds the tolerated number of absences for a course must withdraw from the course. He will be given a "W" or an "F" as the instructor decides.

No distinction is to be made here between excused and unexcused absences. When the student exceeds the number of tolerated absences for any reason or combination of reasons whatsoever, he must withdraw from the class. These reasons may include participation in extra-curricular activities. This point of policy is based on the conviction that the average student who exceeds the tolerated number of absences suffers a serious loss in his education. Such a student should not participate in activities to the extent that they entail excessive absences from class. It would, in a sense, be an exploitation of the student to allow him to engage in extra-curricular activities to the detriment of his formal education.

(5) The sanction referred to in (4) above does not apply to students on the Dean's List, i.e. students who have earned a point-average of 3.5 or better during the preceding semester.

It is presumed that such students are able to exercise good judgment in the matter of class attendance and should be given the opportunity to do so. These students moreover, should be permitted greater latitude in participating in extra-curricular activities.

It is further presumed that such students will not take undue advantage of the privilege accorded them. Should they do so, their grades will undoubtedly suffer, and they will forfeit the privilege during the ensuing semester.

(6) If a student (not on the Dean's List) who exceeds the tolerated number of absences and is therefore required to withdraw from a course feels that there are extenuating circumstances justifying his absences, he may appeal his case to an Attendance Committee to be appointed by the Dean of the University. In reviewing the case, the Committee will interview both the instructor and the student and decide whether or not an exception to the general policy is warranted. In granting an exception, the Committee may lay down whatever conditions it deems proper both with regard to future absences and with regard to class work that must be made up.

The Committee will consist of three (3) faculty members holding the rank of Associate Professor or Professor and not engaged in administration. The members will serve for three (3) years, but on a rotating basis, so that a new member is appointed each year.

(7) Even though, under this policy, a certain number of absences are tolerated, the instructor may insist that the

student make up the class work, assignments, quizzes, tests, etc., that have been missed because of absences.

(8) Because of the complicating factors involved, no regulations regarding tardiness are included in this policy. Each instructor, however, should insist on punctuality for his class.

c. Procedure. -

(1) Every instructor is expected to keep an accurate attendance check for all of his classes. The exact number of absences for each student must be reported on the mid-semester and the semester grade sheets.

(2) When a student has reached the tolerated number of absences for a course, he should be warned by the instructor that another absence will incur dismissal from the course.

(3) When a student has exceeded the tolerated number of absences for a course, he should be sent to his Divisional Dean. The Dean will then process the regular withdrawal form, unless the student signifies his intention of appealing his case to the Attendance Committee. (The Dean should make clear to the student that he has the right of such appeal if he feels that there are extenuating circumstances justifying his absences.) The appeal should be made immediately in writing on a form provided by the Dean. The decision will be given the student and the instructor by the Dean.

Professional Alertness of the Instructional Staff

On the basis of questionnaire issued to members of the instructional staff and completed by 104 full-time faculty members, the following findings were made: (1) 40 per cent indicated that they were actively engaged in advanced academic work or research; (2) 50 per cent of those holding Master's Degrees or equivalent are working for an advanced degree; (3) 80 per cent read professional journals regularly; (4) 75 per cent belong to at least one professional society, and 35 per cent of this figure have attended a meeting of the professional society within the past year; (5) 40 per cent have written instructional material for use by their departments; (6) 40 per cent use audio-visual aids in their teaching; (7) 60 per cent indicated they have suggested new and additional teaching materials to their deans or departmental chairmen; (8) 90 per cent have missed no more than one faculty or departmental meeting within the past year; (9) 50 per cent indicated that they hold frequent consultation with students outside of class.

While the faculty could be rated strong in most of the above points, nevertheless, the following improvements appear to be needed: (1) More regular attendance at the meetings of professional societies; (2) A greater number of faculty members who have less than a doctor's degree should be engaged in active programs of study leading to advanced degrees; (3) A greater number of faculty members should be holding more frequent consultation with students outside of class.

GENERAL APPRAISAL

The philosophy of the University that places emphasis on education as being for the sake of the learner more than for the sake of what is learned makes it its chief task to shape man, to nurture him to maturity, to lead him from ignorance to truth. The University admirably affirms that the true end of education is the formation of man perfected and consequently educated by the complete development of his natural and supernatural functions. In its program of General Education the University takes pains not to distort intellectual culture by isolating objective truth from subjective development.

The details of the General Education program as it provides for the implementation of the primary task of the University are thoughtfully and adroitly planned and fairly well carried out in educational practice. The integrating functions assigned to the disciplines of philosophy and theology are particularly note-worthy for these are the very functions that can raise the institution to a position of preeminence among other institutions of higher learning.

The Committee felt very strongly that the General Education program, particularly the core of it centered in the disciplines of philosophy and theology, should represent a shared responsibility of each member of the faculty (particularly of members in some of the technical and scientific departments). There is call for a greater appreciation of and a greater concern both for actualizing the tremendous potentialities inherent in philosophy and theology and for facilitating their functioning as integrating disciplines. The Standing Committee on Purposes could now well step into the role of a Standing Committee on General Education (or a separate committee could be created) to serve as a nucleus of information and stimulus for the faculty as a whole.

The concept which the University has of its curriculum is an ideal one. But it represents "a big order" for educational practice. It requires the additional task of continual reappraisal and self-evaluation. The members of the proposed Standing Committee on General Education could well serve in this capacity.

Greater uniformity in coverage of the major areas of learning in the program of General Education is needed, particularly of the social sciences since this field is so important to the functions which the University assigns to theology. The coverage of the major areas in General Education should also be more extensive in all curricula throughout the University.

The distribution of students in the various departments indicates a fairly good balance within the University. Some departments in the College of Arts and Sciences, however, show a relatively low number of majors. It appears that the University could effect a significant financial saving by paring down the number of course offerings to meet more realistically the demands represented in student enrollment. This refers particularly to the large number of advanced courses offered.

It is noted that the examinations used and marks given are generally recognized by both students and faculty as being just measures of student achievement. However, there is some evidence to support the position that regulations governing student probation and ultimate dismissal for academic failure are higher than at most institutions. This evidence indicates that academic standards are high, and, as a consequence, student achievement is similarly high. While this may be true and may be looked upon as a positive strength of the University, these high quantitative and qualitative standards should correspond to equally high admission standards if the University is not to incur the accusation of "selling the student short" through ineffective classroom teaching. This observation is made by reason of the more than normal drop-outs the Institution experiences particularly at the close of the freshman year. The probability of the defect being identified with faulty admissions' practices rather than poor classroom instruction, may be partially substantiated by the fact that alumni, students, and administrative officers contacted by the committee complimented the faculty for their alertness and the manner in which they work with students to help them improve themselves.

In order to eliminate undue overlap of course content and to insure a thorough and uniform coverage of material in courses, there was indication of definite need on the part of a number of departmental staffs to plan their course sequences cooperatively. Part of this cooperative planning in departmental staff meetings should include the designation of minimum essentials to be covered in each course plus the compilation of syllabi. The syllabi should be always readily available in the files of the respective departments. So often instructors are found to follow the bent of their own interests rather than serving the planned coverage of a carefully designed curriculum.

While expenditure for library books has increased considerably, there has not been commensurate increase in the use made of library books both by students and the faculty.

It was gratifying to note that nearly ten per cent of the Division of Arts program is elective and that students are given much freedom in the selection of courses after the basic courses have been completed. The opportunity to exercise this kind of initiative in course selection by students cannot but redound to the greater enthusiasm and interest these students enjoy in their academic work. This same kind of provision might be emulated by other Divisions.

The growing demand for all the programs in the Technical Institute augments significantly the University's services to the community. The arrangement whereby laboratory resources of the departments of Mechanical and Electrical Engineering are shared by the Technical Institute in its programs of Mechanical and Electrical Technology permits not only a more economical total operation but also exemplifies good cooperative administration between divisions and departments.

The impressive increase in enrollment within the Education Division coupled by the significant number of in-service teachers matriculating in summer sessions and in evening classes point plainly to the "ripeness of time" for this division to extend its program to the graduate level.

To stimulate and reward scholarship, the University sanctions a number of student organizations which have standards of membership that are high. The majority of them require at least a point average of 2.50 to maintain membership. A Dean's List is also published at the close of each semester, and having one's name on this list carries with it certain prestige and academic privileges. It is felt that the general level of scholarship might be stimulated to even higher levels through the institution of honors courses and honors programs in the various divisions.

The new attendance policy shows an admirable and original approach that puts a premium on student responsibility without sacrifice to student scholarship. Especially commendable is the conscientious and judicious service rendered by the Board of Appeal centered in the Committee on Student Attendance.

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SECTION VI

CONDITIONS OF FACULTY SERVICE FOR CARRYING OUT THE TASK

High staff morale is an important handmaid to the success an institution endeavors to achieve in carrying out its task. Adequate salaries; equitable service loads; satisfactory provisions for retirement, insurance, and other "fringe" benefits; opportunities for professional growth and encouragement to take advantage of these opportunities; sound policies governing recruitment, appointment, promotion, and tenure are all conducive to high morale.

For many years the University was operated by a faculty that was predominantly composed of members of the Society of Mary. In recent years, particularly since World War II, the influx of students and a marked increase in enrollment necessitated the employment of relatively large numbers of lay faculty members. In this transition, many problems have arisen relative to the integration of the lay faculty into the University community and to the readjustment of certain administrative procedures directed at the lay faculty as differentiated from a faculty composed largely of members of the religious order in control of the University. With the passing of time the University has brought about great improvements in the conditions of service for the total faculty. The formulation of operational procedures and the clarity of communication of these procedures to the faculty as a whole are continuing to move steadily forward.

Salaries

In the recent past and at present, with economic conditions following an inflationary spiral, it is extremely difficult to structure a salary administration program that can be consistent at all times and with all conditions. In general, the University has made a genuine effort to maintain a competitive position with other institutions in the United States. It may be said that the salary levels are average to good.

A procedure is followed whereby each year each faculty member's salary status is reviewed and merit increases are granted upon the recommendations of the department chairman and the divisional dean and subject to the approval of the University administration. The recommendations of both the departmental chairman and the divisional dean are attached to an "Evaluation of Faculty Service" form which is filled out yearly by the department chairman for each member of his staff and forwarded to the divisional dean for further processing. Salary increments are not mandatory in the face of service which is not meritorious. There is provision for extra compensation for teachers carrying overloads which are under the control of the department chairman. Table 23 indicates the contract salaries for the year 1959-1960.

Table 23. Contract Salaries for 1959-60

Rank	Median Salary	Range	
		Lowest Salary	Highest Salary
Professor	8,500.00	7,000.00	9,000.00
Associate Professor	7,100.00	6,000.00	7,600.00
Assistant Professor	5,800.00	5,000.00	6,500.00
Instructor	4,900.00	4,300.00	5,500.00

The salaries listed in the foregoing table are based on ten months of service. Service during the summer months is compensated at the rate of $120 per semester hour of teaching.

The current salary scale has been adopted with minimum and maximum figures for each rank that are tenable in the sense that they can be administratively adhered to and, at the same time, are economically realistic in terms of the necessary adjustments that must be made within the various ranks. Table 24 shows the existing salary scale for each rank.

Table 24. Current Faculty Salary Scale

Rank	Minimum	Maximum	Spread
Professor	7,000	10,000	3,000
Associate	6,000	8,000	2,000
Assistant	5,000	6,500	1,500
Instructor	4,300	5,500	1,200

The use of funds related directly or indirectly to faculty salaries is specified as follows:

1. For the duration of the ten-year period designated by the Ford Foundation (i.e., until 1966), the income derived from the Ford Foundation Grant is distributed to the faculty on a bonus basis. The method of distribution is determined each year by the Administrative Council in consultation with the Joint Salary Committee.

2. The money received from the Ohio Foundation of Independent Colleges will be ear-marked, as recommended by the Foundation, for "current operations,"

and will be used to support and stabilize the salary structure.

3. The money received from the current Alumni Fund Appeal, and not otherwise designated by the donors, will be placed in a reserve fund to be used at the discretion of the Council "for the maintenance of a great faculty." One proposed use of the fund is to support a program of loans or grants-in-aid to faculty members who are anxious to advance themselves academically or to otherwise improve their professional competence.

The following policy approved both by the Academic Council and by the Administrative Council became effective with the beginning of the second semester of the 1957-58 academic year:

1. The normal teaching load for which contract salaries will be paid is fifteen (15) lecture hours.

Interpretation:

a. By "lecture hours" is meant non-laboratory or non-activity hours.

b. Laboratory hours are indicated as such in the catalogue.

c. Activity hours are those which yield less than one academic credit per clock hour of class, as indicated in the catalogue.

d. The current policy of regarding eighteen (18) lecture hours as the normal load for teachers of speech will remain in effect.

e. The normal of fifteen (15) lecture hours may include day classes, evening classes, or any combination of day and evening classes.

2. In computing the normal load, one laboratory or one activity hour will be considered as the equivalent of two-thirds of a lecture hour. Thus a member of the instructional staff carrying 9 lecture hours and 9 laboratory or activity hours will be regarded as carrying 15 lecture hours, or the normal load.

3. Members of the instructional staff carrying more than 15 lecture hours (computed on the formula given above) will be compensated for the overload at the rate of one hundred and twenty dollars ($120) per lecture hour.

4. Members of the instructional staff will be compensated at the rate of one hundred and twenty dollars ($120) per lecture hour, with laboratory and activity hours being computed according to the formula given above.

Service Load

Typical of the normal service load is the one calculated for the fall semester of the day school for the academic year 1956-1957. There were 164 faculty members both lay and religious at the University of Dayton. Using the criterion that a full-time teaching faculty member is one teaching 12 semester hours or more, there were found to be 120 full-time faculty members who taught during this fall semester. The teaching load was broken down into lecture and laboratory clock hours per week. It was found that the 120 faculty members taught 1408 lecture hours. This equals 11.7 lecture hours per faculty member. In addition, these 120 faculty members were responsible for 487 laboratory hours which, combined with the lecture hours, equals a total of 1895 contact hours. These 1895 contact hours equals 15.8 contact hours per faculty member.

The number of classes of various sizes conducted during the last semester is shown in Table 25.

Table 25. Number of Classes of Various Sizes for the February 1959 Semester

Department	Under 5	5-10	11-25	26-50	51-100	Over 100	Total Classes
Art			5	2			
English	2	7	63	20	2		
History		1	13	21			
Military Sci.			5	27			
Languages	4	6	17	3			
Music	8	7	7	2			
Philosophy		2	15	16	1		
Pol. Science	1		5	4			

Table 25. (Continued)

Department	Under 5	5-10	11-25	26-50	51-100	Over 100	Total Classes
Psychology		4	8	11			
Religion		1	3	36	5		
Sociology	1		9	3			
Speech		4	14	9			
Total Arts	16	32	164	154	8		374
Biology	3	4	19	16	1		
Chemistry	1	7	27	8	4	1	
Geology	1	10	4	3			
Home Economics	5	14	6				
Mathematics		1	27	17			
Nursing		5					
Physics	3		15	12	6		
Total Science	13	41	98	56	11	1	220
Accounting		1	12	14			
Business Org.	2	7	17	24	5	1	
Economics		1	5	8	2	1	
Soc. Studies		3	5	1			
Retailing		5					
Total Business	2	17	39	47	7	2	114
Education			17	18	3		
Physical Ed.			12	16		1	
Total Educ.			29	34	3	1	67
Chem. Engr.		7	4	1			
Civil Engr.			11				
Engr. Mech.		1	9	3			
Elec. Engr.		2	17	13			
Mech. Engr.		6	24	9	1		
Indus. Engr.		5	7	2			
Total Engr.		21	72	28	1		122
CTI		4	2				
ETI	1	14	21	2			
ITI	4	2	12	3			
MTI	1	11	13				
STI		4	22	6			
GTI	1	1	20	6			
Total T.I.	7	36	90	17			150
TOTAL ALL DEPARTMENTS	38	147	492	336	30	4	1047

Retirement, Insurance, Fringe Benefits

All members of the University faculty participate in a retirement program with the Teachers Insurance and Annuity Association. This plan is one which becomes operative after the individual has been a member of the faculty one year or reaches the age of 30, whichever comes later. By participating in this plan the faculty member contributes 5% of his contractual salary up to the first $6,000 payment and the University matches this amount. Official statement of the University Retirement Plan follows:

1. The retirement plan of the University of Dayton will be funded through the Teachers Insurance and Annuity Association.

2. Sixty-five (65) will be the retirement age, with yearly extensions possible and no upper limit set. However, older people, 65 or above, do not enter into the program and the University's contribution to the plan ceases at age 65.

3. Persons entering the full-time service of the University after the retirement plan goes into effect will be governed by the following rules:

> All academic, administrative and supervisory employees must enter into the program upon reaching the age of thirty or after a three-year waiting period, whichever is the later date. They may enter into the program at age thirty or after a one-year waiting period, whichever is later, if they so desire. An individual already in the T.I.A.A. retirement plan, but at another institution, would not be subject to a year of waiting.

4. The employee's contribution of 5% of salary will be determined on the basis of his base compensation up to $6,000 as stated in the yearly written contract.

5. The University's contribution of 5% of salary will be determined on the basis of the base compensation to each individual as stated in the yearly written contract. In no case, however, will the University's contribution exceed $300 per year, the University's contribution being equal to 5% of salary.

6. During a leave of absence granted for academic purpose, the University by agreement may continue contributions if the individual does likewise and to the same extent as the individual, but in no case to exceed 5% of annual salary and in no case to exceed $300 per year. For pension purposes, leave of absence will be considered to be of one-year duration. (Leaves of absence beyond one year, will be considered on the individual merits of each case.)

7. The University will make it possible for those belonging to the plan to invest part of their premiums in the College Retirement Equities Fund.

In conjunction with the above retirement plan, the staff of the University participates also in the Old Age and Survivors Insurance of the Federal Social Security System.

The University also provides life insurance for staff members in the form of a life insurance policy. This policy belongs to each individual and may be continued in force whether he remains at the University or not. The policies of insurance are with Teachers Insurance and Annuity Association. The University pays all premiums and subscribes for two units of insurance for each staff member. The policy provides for decreasing term insurance. This tends to give a fixed coverage in case of death, because while the amount in the staff member's account under his retirement annuity is increasing, his amount of life insurance is decreasing.

An attractive and spacious faculty residence in Alumni Hall is provided for all staff members of the religious order. The University limits the housing for its lay faculty members to a number of temporary buildings which are utilized at present to accommodate new faculty members on an interim basis of one year. This is done in order to provide new staff members sufficient time to establish their residence on a more permanent basis within the community.

Separate offices for faculty members are provided (usually two faculty members to an office) in Zehler Hall. However, with the construction of the new buildings, e.g. Wohlleben Hall and Sherman Hall, faculty offices are being located more closely to the service areas in which faculty members operate.

Opportunities for Professional Growth

Some of the details pertaining to the University's plan for granting leaves of absence to members of the faculty include the following:

1. Members of the faculty who request leaves are granted such leaves, unless, for some serious reason, the University desires to terminate the services of the faculty member.

2. There is no definite policy regarding the length and frequency of leaves. Each is handled on an individual basis.

3. As a rule no remuneration is given to faculty members on leave for more than one month.

4. As stated above, all members of the faculty are eligible to request leaves. The number on leave during the past three years is as follows: 1957-1958, 3 members; 1958-1959, 10 members.

Some of the principal means employed by the University to stimulate the continuous professional growth of the faculty are the following:

1. Academic promotions are based on evidences of professional growth.

2. Salary increases are based on merit as evidenced by professional competence and growth.

3. An effort is made to provide an atmosphere in which professional growth is encouraged and stimulated.

4. Encouragement and financial assistance is given to faculty members who desire to attend conventions, conferences, and the like; encouragement and financial assistance are also given to those faculty members who wish to pursue graduate study.

Illustrative of the attempt to provide an atmosphere in which professional growth is recognized and stimulated are the following two examples.

1. A Faculty Newsletter is published weekly and sent to each faculty member. This newsletter informs the entire faculty on matters such as the following: faculty committees that are scheduled to meet during the week, faculty members attending meetings of professional societies, members engaged in professional services within and outside the community, newly published works by faculty members, addresses given or papers delivered by faculty members, and recognition of numerous other professional achievements. The Faculty Newsletter is an official organ of communication within the faculty; while it is published and released by the University Department of Academic Publicity, the materials are fed to the Publicity Office principally by the Dean of the University.

2. An "Alumni Award" has recently been established and is given annually to the faculty member who makes "the greatest contribution to the academic life and prestige of the University." The award is presented each year at the faculty meeting at which academic promotions are announced. Some of the details of the award as officially approved by the Administrative Council in its meeting of May 6, 1959, are the following:

a. The award is a cash prize of five hundred dollars ($500.00). The award is financed from the alumni fund recently created "for the maintenance of a great faculty."

b. All members of the faculty - religious and lay, teachers and administrators - are eligible for the award.

c. The winner of the award is selected by a special "Alumni Award Committee" appointed by the President of the University.

d. In determining the winner of the award, the Committee selects the faculty member who, in its judgment, made the greatest contribution to the academic life and prestige of the University during the course of the year. Specific contributions meriting the attention of the Committee include the following:

   (1) Publication of books, monographs, articles in learned or professional journals;

   (2) Addresses, lectures, speeches delivered within or without the University;

   (3) Significant research projects;

   (4) Election to office in learned or professional societies;

   (5) Participation in convention, conference, workshop programs as speaker, consultant, discussion leader, etc.

e. The award may be given for a single outstanding academic achievement or for a combination of notable achievements.

f. Faculty members are permitted to nominate themselves for the award by presenting evidence of their achievements to the Committee. This procedure serves to focus the attention of faculty members on the areas of achievement listed above, to encourage faculty members to evaluate themselves in terms of such achievement, and to call the attention of the Administration to faculty members who are genuinely interested in such achievement. Divisional Deans and Departmental Chairmen are also permitted to nominate members of their staffs for the award.

Regarding the question of freedom of teaching, it can be stated that prior to appointment to the faculty, instructors are informed that, since the University of Dayton is a Catholic institution, they are not permitted to teach anything contrary to Catholic faith or morals. Also commitment from the faculty member is sought regarding his conscientious endeavor to fulfill the purposes of the University in his teaching.

Recruitment, Appointment, Promotion, Tenure

The procedures for the selection of faculty members are standard. In most instances candidates are invited to the campus for a visit prior to appointment with expenses paid. The canvassing of sources of new faculty members appears to be reasonably complete.

The present practice of appointment of faculty members to given faculty ranks tends to dovetail new appointees into the stated scheme of faculty rank and salary. This practice, at present, succeeds fairly well in placing new appointees in a rank equivalent or very nearly equivalent to the bases in background of training and experience held by the staff of the same rank.

The procedure in the selection and appointment of new faculty members is the following: (1) The department chairman initiates selection, interviews the candidate, and gathers the credentials. (2) The divisional dean reviews the recommendation of the chairman. (3) The Dean of the University accepts the recommendation of the chairman, fixes the salary, offers the contract. (4) The President approves the contract, which is a formal contract.

The promotional procedures for faculty members are clearly defined and carefully followed. Qualifications for persons assuming the various ranks on the faculty are clearly stated and, in general, are conscientiously adhered to. Faculty promotions are considered by the Academic Council every year at the beginning of the second semester. The names of faculty members eligible for the promotion are presented to the Council by the respective deans. A two-thirds vote of the Academic Council membership is required to effect a promotion. Promotions are announced officially by the President or the Dean of the University, and appropriate publicity accompanies or follows the announcement.

Weighted criteria for each level are specifically designated and are summarized in the following two tables:

Table 26. Factors Considered in Academic Promotions

I. QUALITY OF INSTRUCTION	Evaluations by Dean, considering reports of department chairmen, other faculty members and students
II. PERFORMANCE OF NON-INSTRUCTIONAL DUTIES	(1) Availability for service to students (2) Attendance at faculty and staff meetings (3) Service on faculty and staff committees (4) Contributions to public relations
III. PROFESSIONAL TRAINING AND EXPERIENCE	(1) Academic degrees (2) Educational experience (prior to U.D.) (3) Special training and experience
IV. PROFESSIONAL ATTITUDES AND GROWTH	(1) Attitude toward rules and regulations (2) Academic growth and development (3) Participation in activities of professional societies (4) Literary productions (5) Status in profession
V. LENGTH OF SERVICE AT U.D.	

Table 27. Relative Weight of Factors in Academic Promotion

FACTORS	INSTRUCTOR to ASSISTANT PROF.	ASSISTANT PROF. to ASSOCIATE PROF.	ASSOCIATE PROF. to PROFESSOR
I. QUALITY OF INSTRUCTION	50	50	50
II. PERFORMANCE OF NON-INSTRUCTIONAL DUTIES	25	25	40
III. PROFESSIONAL TRAINING AND EXPERIENCE	10	40	40
IV. PROFESSIONAL ATTITUDES AND GROWTH	10	25	50
V. LENGTH OF SERVICE AT U.D.	5	10	20
TOTAL	100	150	200

The tenure practice at the University sees persons appointed for one year periods, the first of which is frequently considered as a probationary period. Contracts are renewed annually, and such renewal is presumed to be continuous if there is no serious cause for separation. While there is little evidence of the practice of any discriminatory action toward faculty members, nevertheless, there is absence of an officially stated policy of tenure at the University. Such an official statement of policy is being incorporated in the new faculty handbook.

The number of persons at each rank who have left the University during the last three academic years and the reasons for termination of services are indicated in Table 28.

Table 28. Persons at Each Rank Leaving the University in the Last Three Years

POSITION	Death	Retirement	Resignation	Dismissal	Other *
* Dean		1			2
* Department Head	2		3	1	2
Professor	2	4	2		1
Associate Professor	1	1	7	2	5
Assistant Professor	1	1	16		11
Instructor			9	1	7

* Included in these statistics are 7 military men and 12 members of the Society of Mary who were transferred; also 3 who changed to part-time instructors.

* Figures for deans and department heads are duplicated in statistics for academic ranks.

GENERAL APPRAISAL

Because the University has made a genuine effort to structure its salary administration program in such a way as to maintain a competitive position with other institutions of higher learning in the United States, its salary levels are looked upon as good. More significant than the salary scale itself, however, is the evidence of the earnest desire of the administration to give the faculty members the kind of salaries it believes they should have. This evidence is shown particularly in the University's endeavors to supplement the Ford Foundation fund by taking money from the fund of the Ohio Foundation of Independent Colleges (ear-marked for "current expenses") and using a goodly portion of it to support and stabilize the salary structure. The University's concern in this regard is also shown in the reserve fund created from the current Alumni Fund Appeal for use in "the maintenance of a great faculty."

In order to secure and retain highly competent faculty personnel, the University would do well to seek to meet the levels of universities considered superior academically rather than merely to surpass the salary average of universities in general. Also, in order to secure and retain a greater number of faculty members with the doctor's degree, more weight might be given to holders of the doctoral degree in both the salary scale and in the scheme of promotions.

Faculty teaching loads are equated by defining three laboratory or activity hours as the equivalent of two lecture hours. With this ratio in mind, the normal service load is defined as 12 to 15 lecture hours per semester. Compensatory lighter loads for department chairmen and others having administrative responsibility are the stated practice. The system appears to be clearly devised and well-regulated. However, a review of the academic loads of department chairmen for the spring semester of this past year reveals a significant number who carried loads in excess of 12 semester hours. When it is realized that faculty teaching loads are controlled primarily by departmental chairmen and that whatever abuses exist (through faculty members' seeking excessive over-loads for extra compensation) probably stem from the laxity of the departmental chairmen, there is every reason for departmental chairmen to be doubly strict with themselves on this score.

To compound this aberration is the tendency on the part of some full-time faculty members to use a portion of the thirty-five contractual hours (required for counseling, preparation of class, and similar duties on campus) for work on government projects and on other jobs that yield extra financial remuneration. Although the extent of these abuses and others of a similar vein may not be serious at the moment, nevertheless, in time they may lead to a real threat to good faculty morale.

The University provides excellent stimulus to professional growth through its well regulated and generous program of support for attendance at conventions, conferences, and other scholarly meetings. This stimulus is augmented by the subsequent recognition given to such participation through the yearly appraisal of the faculty member in connection with salary increment and possible immediate or eventual promotion.

The recognition of professional activities of faculty members through the Newsletter is likewise excellent. If there is any defect in the use of this organ of communication it would be in its present limited coverage.

There is no infringement of academic freedom in teaching so long as such teachings are not inconsistent with Catholic faith or morals. This is understandable since the University of Dayton is a Catholic institution. This is definitely a strength of the Institution.

The greatest responsibility in the recruitment and appointment of new faculty members is placed in the hands of the department chairman. This is as it should be since the chairman of the department stands for the best authority available in the particular discipline and, therefore, should be the best qualified person to judge the qualifications of the prospective faculty member. Since many of the department chairmen are not members of the religious order in control of the Institution and, hence, in some instances are farther removed from the fundamental purposes for which the Institution was established, there is some danger that new faculty members may receive appointment on the basis of competence in the subject-matter field alone apart from their general ability to carry out effectively the avowed purposes of the University.

Although tremendous improvements have been made within the past two years in the standards and general program of promotions, the impact of the promotion procedure is not fully reflected as yet in the faculty structure. There is every indication that the orderly implementation of the program now underway will achieve in due time a distribution of ranks more commensurate with the stated standards. As mentioned previously, more weight might be given the doctor's degree in the standards of promotion. More weight might also be given to the even greater factor of harmony of the faculty member's performance with the Institution's purposes, difficult of measurement though this factor might be.

The rate of turnover indicates that most faculty members are happy to stay with the Institution. Most of those who leave the University are usually compelled to do so through force of extraneous circumstances. A few who fall off are the weaker ones who failed to merit promotions or salary increases.

Important though the above conditions of faculty service may be, the essential ingredients of high morale go deeper than salary schedule and teaching load and insurance; they go all the way down to the personal harmony which faculty members experience with the fundamental commitment of the University in its basic purposes. Members who are sold on the mission of the University and who find their greatest satisfaction in contributing to the total University effort to fulfill that mission are the ones who form the pivotal center about which the whole University enterprise revolves. Probably this represents the greatest need of the University, namely, the employment of personnel who know and are sold on the purposes of the University and who are genuinely disposed to carry out those purposes in their instructional or administrative roles.

In the light of this consideration it becomes important for faculty members to have a sense of needing the University for the solidarity and corporate action which it provides. The work of the University, especially its work in the apostolate, can be rendered truly effective through the member's sense of belonging to a closely-knit group. This interdependence of the members should form their strength for, in this way, they are able to move forward together in the same direction; they are able to unite their efforts in approaching the same ideals; they are able to rely on one another in advancing the same noble cause. Through this kind of community effort, certainly, many results can be gained which otherwise would be lost.

Probably faculty morale at the University was at its highest at the time of the intensive self-survey work in 1956-1957 when more than two hundred staff members volunteered to serve on eleven different area committees undergirded by fifty-seven sectional committees. The fact that faculty members saw themselves directly involved in a significant cooperative effort and realized they were contributing to a desired goal shared by their colleagues and clearly identified with the improvement of the University probably accounted for the tremendous esprit de corps evidenced during that year. Although the yearly follow-up on the Self-Survey through the splendid work of the faculty committee on Self Improvement has done a great deal to keep faculty morale high, nevertheless, the Institution might provide some way, not dissimilar to the original self-survey method, of retaining total involvement of the faculty in the University enterprise. This could well be done through the functioning of a formal body representative of all the academic departments by which faculty participation in educational planning could take place on a continuing basis.

While tremendous advance has been made during the past two years in strengthening the lines of communication, the University could go still farther in enhancing its methods of communication. It requires constant effort to effect a sharing of ideas and information between all members of the academic community and to keep alive that "fine net-work of communication that extends from the top levels of administration through the total faculty and staff and encompassing the entire student body."[1]

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[1] The University of Dayton Self-Survey, Volume I, September 1957, p. xxxv.

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SECTION VII

CONDUCIVENESS OF STUDENT PERSONNEL SERVICES TO CARRY OUT THE TASK

The University in endeavoring to carry out its primary purpose realizes that the expression of this purpose, in the external order, is concentrated in the student population. For that reason, it considers one of its most important responsibilities to seek everywhere and in all things the good of its students both collectively and individually. The various student personnel services are directed precisely to this goal.

The different kinds of personnel service rendered by the University extend from the time before the student enters (in the guidance of prospective students) to the time after the student graduates (in graduate placement and follow-up). In between, such areas as the following are covered in the University's student personnel program: admission, orientation, counseling, student records, extra-class activities, housing, health service, financial aids, and student employment.

Guidance of Prospective Students

The University, through its student promotion service, strongly believes in the necessity of interpreting to prospective students, their teachers, and their parents, the purposes and the programs of the Institution. It is, therefore, actively engaged in the communication of such information by way of University publications, guidance pamphlets, films, and talks to senior classes in selected high schools.

The aims of student promotion at the University are as follows:
(1) to make known to interested students and their parents the value of higher education for those who are capable of college-level work;

(2) to stress the advantage of education in a Catholic college or university; (3) to disseminate information regarding the educational objectives of the University, the programs offered, and the qualifications necessary in order that the student may profit from instruction; (4) to assist students in determining whether or not they are capable of college level work in terms of intellectual capacity, interest, emotional maturity, educational background, and aptitude or achievement in those areas required in their chosen program. (This assistance is offered to all students regardless of the college the student hopes to attend.)

The following activities of the student promotion office are directed toward the realization of the above-noted aims. Descriptive literature, guidance pamphlets, and forms for use in requesting further information from the University are sent to approximately 700 high schools for distribution to interested students. Studies of student response at these schools have indicated that approximately seventy-five per cent of the enrollment of the University comes from 150 to 200 of these schools.

These schools are contacted personally by the Director of Student Promotion Activities. The director usually talks to the senior class for one hour stressing the values of higher education. In the latter part of his address he stresses the value of higher education in a Catholic institution. The objectives, programs, and entrance requirements of the University are then discussed. At the completion of his talk he makes available to interested students forms to be sent to the University of Dayton requesting further information.

The information sent to the student contains a pamphlet outlining the services available at the University Guidance Center, stressing the availability of psychological tests and counseling to assist the prospective student in determining his fitness for college work, at this or any other college, and in clarifying his educational and vocational objectives.

If a student living within a 50 mile radius of the University applies for admission and is accepted, he receives, along with his letter of acceptance, a notification to contact the Guidance Center to arrange for the tests required by the particular division of the University in which he was accepted. Students living beyond this distance usually have the opportunity to take such tests at a local testing center not far from their residence area.

The educational objectives and institutional purposes of the University are made known to prospective students, their parents, and secondary school officials through the catalogue.

Admission of Students

In order to be admitted to the University as a freshman, the candidate must be in the upper half of his high school graduating class and must be recommended by his principal. He must have 16 credit units from an accredited high school, and these units must include certain courses required by the Division he intends to enter. If a candidate does not meet these requirements in full, he may take a battery of placement tests which then serve as entrance tests for him. If he should achieve certain established minimum scores in these tests, he may then be admitted.

A student is permitted to register only after all credentials have been received and evaluated and after a registration permit has been issued.

A thorough physical examination is part of the admission procedure for every student. Records are kept in the Health Center. A follow-up is made at regular intervals.

All new students are obliged to take a battery of psychological tests at the University Guidance Center prior to registration.

Orientation

The University realizes that its students look for authoritative guidance to assist them in orienting to the college program and, through personal counsel, to life in general. To help the new student make the necessary adjustment to college life, the University makes use of: (1) group conferences during Orientation Week and in orientation classes; (2) individual conferences; (3) miscellaneous activities, both social and religious; (4) placement tests to guide program making; (5) guided registration procedure; and (6) subsequent counseling through the University counseling program.

During Freshman Orientation Week, upper-classmen are organized through the Student Council and under their own general chairman to conduct a program which includes the following committees and activities: (1) A reception committee is organized to meet the students at the airport, railroad depot, and bus station. (2) The campus interview committee meets with the incoming freshmen personally for about fifteen minutes and discusses various extra-class activities and explains the make-up of the Freshman Handbook. (3) A series of organized evening meetings are held during the first of which the President of the University and the President of the Student Council address the students. (4) Motion pictures and slides showing University life are projected. (5) A welcome dance is sponsored which serves as a "get-acquainted" social. (6) The upper-class women students conduct a "big-sister" program to help welcome and orient the new co-eds to the campus.

Formal orientation classes are held once a week during the first semester throughout the University. Women students are orientated by the Dean of Women in the regular orientation class sessions.

All in-coming freshmen are required to take placement tests which are then used by the Guidance Center to guide the student properly. More particularly, the Guidance Center during the personal interview advises the student as to which Division he should enter. The Guidance Center may also advise the student not to enter the University. In either case, the student makes his own decision.

Registration for the freshmen is scheduled subsequent to the testing and counseling conducted by the Guidance Center. By this time each divisional dean has in his possession a complete profile of tests results for each student entering his Division. Assisted by this profile together with the student's high school record, the dean or other academic advisor sits down with the student to outline and explain his academic program.

The University permits a change in courses for one week following the beginning of each semester. This proves to be an added help to the student in his program adjustment. Permission is also granted to students to transfer from one division to another at the end of a semester, provided the student is in good standing.

Counseling Program

Subsequent to orientation, student problems of every nature are handled effectively through the University counseling program. This consists of the complete psychological services of the Guidance Center, the formal counseling performed by the deans and department chairmen, as well as the informal guidance given by the instructors who are required by contract to spend a number of hours each week on the campus for this purpose. In this way, the opportunity for personal counseling is continuous and at no time is the student forced to make decisions without the necessary support of experienced guides.

Student Records

The University is aware that assistance to students both prior to and after matriculation will be most effective if based upon complete knowledge about the student. The needs for such information are so many and so varied that it is essential that adequate records be kept.

Student records at the University are of two types, academic and non-academic. A survey of the situation at the University shows that the former are in excellent shape and the latter are strong in some Divisions and not so strong in some others. Both academic and non-academic records are combined in the student's folder which is filed in the office of the divisional dean. The originals of all official academic records are in the keeping of the Registrar; they are in excellent condition since they are preserved and protected in fireproof vaults.

The official academic records include the history of the student's academic career at the University and a summary of his previous scholastic work. Transcripts are kept of all official actions taken in relation to the student's academic status. Changes in the original entries are made only with the authorization and under the responsibility of the Registrar.

The non-academic records include all additional information about the student such as summaries of interviews, deficiency reports from instructors, test results, health notes, class load, outside employment, participation in activities, family history, special achievements, experiential backgrounds, and vocational interests.

Extra-Class Activities

The policy of the University toward extra-class activities is briefly stated as follows:

> The University has as its primary purpose the harmonious development of all the capacities of man's nature -- intellectual, religious, moral, social, and physical. Participation in the widely varied college activities induces the student to exercise all of these powers of soul and body. Moral instruction and adequate campus discipline emphasize the importance of personality development and character formation, while a comprehensive academic program furnishes ample fields of study. Thus college life becomes not only a preparation for life, but an integral part of life itself.[1]

In theory, therefore, the University endorses a program of extra-class activities as essential to a complete education, but the survey committee feels that, in practice, this attitude is not borne out in the genuine interest and support of the administration and the instructional staff. However, the activities are there and do function each year, although they could be more efficient in attaining their goals.

The students themselves seem to recognize the need for extra-class activities, though it cannot be denied that here, as elsewhere throughout the college world, students today are being forced into part-time employment so that many of the worthwhile activities of the campus are neglected. Those who do participate mention such advantages as experiencing true organized efforts, developing the sense of responsibility, and gaining continued opportunities for personality and leadership development. In a student poll only two per cent of a representative sampling of 430 students thought that extra-class activities were not an essential part of their college program.

On being questioned, the moderators of the various student organizations agreed that their supervision should see to it that the organization should carry out the purposes for which it was established, and that participation should be limited for those students who might be neglecting other phases of their development and should be stimulated in other students whose personalities do not lead easily into participation. However, the committee judged that only about ten of the forty-five moderators were sincerely active and interested in attaining these goals. The newly organized Student Welfare Council has this problem on its agenda and early action to rectify this situation will probably be taken.

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[1] University of Dayton Bulletin (1956-1957), p. 46.

On the other hand, the University does exercise a centralized financial supervision of all student activities through the Dean of Students and through the Treasurer. Although abuses in this regard have occurred, they have been due primarily to inexperience rather than anything else.

The clubs and organizations of the campus can be grouped into five religious organizations, seventeen professional chapters, eight co-curricular groups, and twenty-three social clubs. A broad grouping of campus activities together with the approximate number of participants in each activity has been provided by the Dean of Students and is presented in Table 29.

Table 29. Broad Grouping of Campus Activities

Activity	Number of Participants
Intramural Athletics (men)	330
Intramural Athletics (women)	60
Intercollegiate Athletics (men)	140
Intercollegiate Athletics (women)	36
Flyerettes (group plus candidates)	60

Table 29. (Continued)

Activity	Number of Participants
Homecoming Parade	600
Spring Week	700
Orientation Committees (for new students)	250
Band and Two Choirs	160
Social Clubs (Keystone, etc.)	1200
School Publications	40
Religious Organizations	70
Professional Chapters	390
Co-curricular Groups	215

Housing

A little more than half the full-time student body (53 per cent) lives at home and commutes to school; the lesser half (47 per cent) is housed in University sponsored dwellings both on and off campus.

Men students are housed in three University operated units. Founders' Hall is a fine, recent structure which was functionally built in accordance with the suggestions of former counselors of resident students; it houses 430 students. St. Joseph's Hall houses approximately eighty students. Through a recently implemented contractual agreement, some 300 students can be housed in Gibbons Hall located in downtown Dayton; it was first used in the academic year 1958-59 and brought with it certain problems of supervision and guidance which the administration believes will be resolved in the future.

Considerable headway has already been made toward the solution of these problems, specifically through the following provisions recommended by the University Committee on Housing, concurred to by the Gibbons Hall management, and approved by the Administrative Council:

1. The management of Gibbons Hall will engage one full-time head supervisor who will function under the administration of the Dean of Men as a member of the University staff. Eight student supervisors will also be assigned to function under the full-time head supervisor.

2. A Gibbons Hall Council will be set up along lines similar to the Student Council at the University. The Council will be composed of two students from each floor, the head supervisor, and any other supervisors whom the head supervisor wishes to designate. The Gibbons management and the University will also be represented at the meetings of the Council.

3. Study conditions at Gibbons Hall should be comparable to those existing on the University campus.

4. Proper recreational facilities should be supplied. It was further recommended that the Gibbons Hall Council be used to stimulate and organize desirable recreational facilities.

Preference is given to freshmen and sophomores to live on campus or at Gibbons Hall. Juniors and seniors may live off campus if they so desire; approval is given only to those housing units which meet University standards. A full-time supervisor, the assistant to the Dean of Men, is responsible for the surveillance of all off-campus private housing, including thorough investigation and periodic evaluation of each unit.

The University endeavors to make all rules and regulations for all three types of housing for men as uniform as possible. The Dean of Men has the immediate responsibility for issuing the rules and regulations.

The University does not have facilities for the housing of women students on the campus. For a number of years the policy has been to accept only those out-of-town women students who are over 21 years, or those able to lodge with relatives in the area. Although this policy is still encouraged, it can no longer be strictly adhered to because of the need which many young women have for the kind of higher education the University of Dayton is able to provide. As a consequence, approximately 125 coeds are accommodated for housing each semester.

Current practice urges each out-of-town woman applicant to contact the Office of the Dean of Women to arrange for living quarters immediately after she receives notice of her acceptance from the Director of Admissions. An effort is made to take care of each case individually to fulfill as far as possible the particular student's desires concerning housing. However, there is a saturation point in the number of acceptable housing units having complete home privileges. The proper supervision of women's housing is in the hands of the Dean of Women and her assistant. It is the opinion of the Dean of Women that, until dormitory facilities are provided, no more than 125 out-of-town coeds can be accepted.

The Office of the Dean of Women is responsible for checking units where coeds are permitted to live, to see that adequate sanitary facilities, lighting, and study space are provided. Any reasonable complaints from women students are immediately investigated to bring about correction. Inspection endeavors to take care of two fundamental duties: (1) to provide what is at least minimum decent housing for women; (2) to continue a follow-up program to see that the housing remains decent.

In residences where a group of women students are supervised by a house mother, much worthwhile counseling has been done, and there is clear indication of character development. No over-all social program has been arranged for out-of-town coeds, but each house has instituted its own calendar of events and carried it out in highly effective fashion. In houses where one or two girls reside, the landlady has usually been a kind of "second mother," whose judgment in counseling could be relied upon.

Health Service

The University Health Service is located on the first floor of Alumni Hall with the main entrance at the south end of the Hall. It is open twenty-four hours a day, Monday through Saturday, and on Sundays for emergencies only. An attendant physician under contractual salary with the University is on duty each day except Sundays. Services are extended to all students regardless of whether they live on the campus or are lodged elsewhere. There are facilities to take care of those requiring short-term bedside care as well as those requiring isolation.

Some of the more general categories of service offered and their summary descriptions include the following:

1. Dispensary: - Students may come to the Health Service for advice and/or treatment such as can be provided by the professional staff on duty at the time. No restriction is made as to the number of visits. The services of nurses and staff physician then on duty in the Dispensary are available to full-time students with no extra charge. Medications for treatment of short term illnesses are provided without extra charge when ordered by the staff physician.

2. Physical Examinations and Vaccination: - Physical examinations are required of all new students. These are to be performed by private physicians and the form should be in the hands of the Health Service prior to registration.

This is necessary for proper classification of the student's physical status. Chest X-Rays, smallpox vaccination, serology, hemaglobin determination, and urinalysis are required of all new students.

3. Financial Responsibility: - Students may be referred to a local hospital by the Health Service Staff. Expenses incurred at the hospital including X-Rays, laboratory work, surgery, and other kinds of treatment not covered by insurance are the responsibility of the student.

The University Health Service cannot assume financial responsibility for any treatment more extensive than the routine provided by the staff. Specifically excluded are hospitalization, X-Rays, operating room charges, anesthesia, expensive antibiotics, medications other than routine, consultation charges, treatment by any physician or surgeon not on the staff of the Health Service, and all laboratory services. (Some of the above exceptions are covered by the Insurance Program, information on which students are notified to obtain from the Business Manager's Office.)

4. House Calls: - If necessary, a house call is made at the student's place of residence without charge. The regular fee is charged for subsequent visits.

A student who is too ill to attend class is not permitted, without consultation at the Health Center, to remain in his room. If a student is too sick to get out of bed, he is either visited by the physician or arrangements are made for ambulance service.

5. Infirmary Beds: - Beds in the Infirmary are available to all students whose permanent residence is not within commuting distance. This service is not included in the Health Fee, but is covered by insurance if the student participates in such programs.

6. Physical Education and ROTC Classification: - Before schedules are made as part of the registration procedure, students requiring exemption from Physical Education and ROTC activities and/or classes must consult the Health Service in order to be properly classified.

7. Class Absences: - The Health Service may recommend that a student be excused temporarily from Physical Education activities and ROTC drill when an illness or injury is judged by the Health Service to justify this exemption. Any student treated by his own physician in cases requiring absence from class is advised to file a statement from his own physician with the Health Service, since such a statement may be requested by the Attendance Committee in appeal cases.

8. Psychiatric Service: - When the Staff Physician deems it necessary, a local psychiatrist is called for consultation. A working arrangement has been agreed upon between the psychiatrist and the Staff Physician.

9. Emergency Services: - The emergency room in the Infirmary department is available for treatment. If extensive treatment is needed, the student can be sent immediately to a nearby hospital.

10. Visitors: - The only visitors permitted in the Infirmary are the parents and close relatives of the patients. Permission for such visits must be requested of the nurse in charge.

11. Proper Registration: - No student who resides off campus is eligible for the above services unless his place of residence has been listed on the proper card at the time of registration. It is further required that a copy of the rules pertaining to the Health Service be given to the owner or person in charge of the place of residence.

Table 30 presents a summary of the use made of the University Health Service during the past academic year.

Table 30. Statistics on Utilization of the University Health Service for 1958-59

Kind of Utilization	Frequency
Students' clinic visits	7026
Religious' clinic visits	1145
Faculty visits	21
Employee visits	308
Visitors treated	1
New conditions treated	5097
Retreatments	3090
Total visits to the Health Service	8670
Religious admitted to the Infirmary	74
Students admitted to the Infirmary	166
Total number of patient days	745
Average stay in the Infirmary	68 days

Financial Aids to Students

The University's program of extending financial aids to students includes the granting of loans, scholarships, grants in aid, reductions, and deferred payments. A summary of the University's current provisions within each of the above categories follows:

1. Loans from University Funds. - Student loans are granted by the Student Aid Committee to those students who have completed one or more years at the University as full-time students. The fund was started in 1953; to date, there have been approximately ten thousand dollars available for such loans.

The applicant for a student loan is first screened in a personal interview with the Assistant Business Manager. He is then given an application blank for a loan The conditions necessary for a loan are: (1) good academic standing, (2) the recommendation of his dean, (3) the establishment of definite financial need, (4) a good outlook for repayment. When the application blank is filled out completely, it is signed by the student and his parent or guardian. The Student Aid committee then reviews the case and accepts or rejects the application on the basis of the above points of consideration. A cognovit note, in legal form, is signed and executed in the business office of the University.

The Assistant Business Manager keeps records and follows up payments and collections of notes when they are due. Notes are non-interest bearing until graduation of the student, when a new note for the full amount of the loan is signed bearing two percent interest. All loans are to be repaid in five years after graduation. An effort is made to develop a sense of responsibility and to encourage self-support through part-time employment. With the February 1958 semester, the student loan fund was in full use. As of the date of this survey report, this loan fund is servicing 26 students totaling $10,000.

2. National Defense Student Loans. - The University of Dayton is participating in the National Defense Education Act of 1958. Title II of the Act, which is the student loan provision, is administered by the Assistant Business Manager who is the designated institutional representative. The program is administered within the regulations as set forth in the Act, the Manual of General Information and Instructions, and other regulatory memoranda.

The Administrator uses the application form and the note form suggested by the Department of Health, Education, and Welfare, and follows the suggestion of a separate bank account for this loan fund. Checks assigned "National Defense Student Loan Fund" are only used in conjunction with this loan program.

The University of Dayton contributes to this loan fund in the ratio of 9 to 1. In other words, the University contributes 10% of the total fund, and assumes all the administrative costs.

In order to spread the available scholarship funds, a program of combining a scholarship grant with a loan will be in effect in September 1959. Students in need of financial aid are asked to complete a loan form on which they must request the amount of financial aid. This is reviewed by the Director of Student Aid to determine reasonableness and the need for financial help. The following criteria govern this program which combines scholarships and loans:

Cumulative Point Average	Loan	Scholarship
2.50 to 2.74	80%	20%
2.75 to 2.99	75%	25%
3.00 to 3.49	70%	30%
3.50 to 4.0	65%	35%

The statistics of this loan program from its inception during the February 1959 semester to August 15, 1959, are shown in Table 31.

Table 31. Statistics of the Scholarship-grant and Loan Program

	Federal Funds (9/10)	University Funds (1/10)	Total (10/10)
February 1959	$ 3,470	$ 385.56	$ 3,855.56
May 1959	20,765	1,921.67	22,686.67
October 1959	60,000*	5,555.00*	65,555.00*

*Estimated figures

During the February 1959 semester and following summer school, 25 students were granted National Defense loans totaling $7,858.77 for an average of $314.35 per student.

To August 15, 1959 the total number of students aided and to be aided with defense loans is about 85, and represents about $50,000 in loans. Obligations for loans are being made to students without sufficient funds to cover the loans at this time; but it is the only way to make effective use of this loan program.

The University of Dayton has participated in the National Defense Student Loan Program from its inception. The applications, reports, and requests submitted to the federal government have never been questioned, nor has the administrator of the program been asked to adjust the requests for federal contributions within reasonable amounts.

3. Scholarships. - Scholarships are awarded on the basis of excellence in academic achievement as measured by the individual's grades and results in the College Entrance Examining Board Tests. National or state scholarship examinations are also taken into account. Candidates must be in the upper five percent of their senior class in high school.

The Student Aid committee awards the scholarships after a personal interview conducted by the committee or some member of the committee, usually the Assistant Business Manager. The student's leadership is also evaluated on the basis of his extra-curricular activities, his record as a leader in organizations, and a statement of his leadership potential, as evaluated by his principal or some other counselor of the high school.

All scholarships are granted for one year at a time, and their renewal depends on the student's fulfillment of the conditions required.

For the academic year 1959-1960 the University has made available to the top two graduating seniors in the Dayton area high schools whose enrollment was 1000 or more, and to the top graduating senior in the Dayton area high schools whose enrollment was less than 1000, a four year full-tuition and fees scholarship, provided the student maintains a point average of 3.0 at the University.

In addition to the Dayton Area Scholarships, the University extends the same type and form of scholarship to the Marianist high schools within the Eastern Province. These schools number twelve.

A total of 16 scholarships for the academic year 1959-1960 were awarded, as shown in Table 32.

Table 32. Scholarships Offered to High Schools
and Scholarships Accepted 1959-60

	Offered	Accepted
Dayton Area Scholarships	37	12
Marianist Scholarships	18	4

The 16 accepted scholarships will amount to about $12,800 for 1959-1960 only.

A listing of all the scholarships awarded by the University as of August 15, 1959, is presented in Table 33.

Table 33. Total Number of Scholarships Awarded for 1959-60.

Number	Identity	Amount
12	General Motors College	$200 to $2000
1	General Motors National	$200 to $2000

Table 33. (Continued)

Number	Identity	Amount
1	Harry F. Finke	$600
1	National Cash Register	$600
1	Joseph Westendorf	$400
1	Main Line Supply	$270
10	Dayton Industries	$3000
1	"Flyer" editor	Tuition
1	"Daytonian" editor	Tuition
1	Automatic Vending Enterprises	$500
25	John Westendorf	$8000
10	University of Dayton	$4500
60	Archdiocesan Cadet-Teaching	1/3 Tuition
90*	Athletic	$110,000
100	Society of Mary	Tuition and fees

*Indicates full and partial scholarships

4. Grants in Aid. - These are awarded primarily on the basis of a student's need for financial assistance. They are granted by the Student Aid Committee and are normally restricted to those freshmen who have already been accepted into the University and who demonstrate leadership and excellent potential for scholastic success. Grants-in-aid may vary from $50 to $200 per semester. The form that the grants-in-aid have taken - and especially commencing with the September 1959 semester - is that of "a combine" with a National Defense Student Loan. In other words, it amounts to a part grant and a part loan. The trend is more to the loan than to the free grant-in-aid.

5. Reductions. - The following policy concerning reductions is and has been in effect at the University of Dayton.

Administered by Treasurer:

a. Full-time faculty members (with academic rank and a regular contract): Payment of registration and lab fees only.

b. Immediate family of full-time faculty members: 50% off on tuition only.

c. Full-time employees of the University other than faculty members: 50% on tuition only.

d. Priests and Ministers of religion: 50% on tuition only.

e. Religious: 50% on tuition only.

f. Members of Society of Mary: No charge. (Full Scholarship basis).

g. Nuns from St. Elizabeth Hospital and Missionary Sisters of the Sacred Heart: No charge. (Full Scholarship basis).

h. Doctors of Philosophy: Payment of registration and lab fees only.

Administered by the Office of Student Aid:

i. Relatives not beyond the niece-nephew relationship of members of the Society of Mary are granted a reduction of $100 per semester if requested from the Assistant Business Manager.

j. Two or more members of one family who are attending the University at the same time are granted a $50 reduction each semester, if the need warrants it and if it is requested from the Assistant Business Manager.

6. Deferred Payments. - Students who are unable to pay the full semester's tuition and fees at the beginning of the term, are permitted to make deferred payments over the course of the semester. This is usually

done in two or three payments, with the entire amount being settled at the end of the semester. About thirty percent of the students make use of this form of payment. Uncollectable fees at the end of the year usually approximate about three thousand dollars.

The Assistant Business Manager, who is the Director of Student Aid and the secretary of the Student Aid (Scholarship) Committee, through an organized system, controls and authorizes: (1) all scholarships, grants-in-aid, and loans that the University administers; (2) reductions to the students where there are two or more from the same family attending the University at the same time; (3) students who are entitled to a reduction because of their relation to a member of the Society of Mary.

The Director of Student Aid also gives information and helps students obtain such scholarships and student loans to the University as are sponsored by outside sources, such as foundations, trusts, banks, and businesses.

Student Employment

Job placement services are available to assist students in finding part-time employment during the scholastic year and full-time employment during the summer. Students are informed regarding these services through the Guidance Center brochure, which is sent to them prior to their arrival on campus; through the Freshman Handbook; through the orientation classes; through bulletin board postings and other campus news media.

A faculty member, chosen on the basis of qualifications in personnel activities, is employed on a half-time basis through the year as Director of Part-time Student Placement. He is responsible for the referral of students both to campus research projects and to off-campus Dayton area business firms.

Students who are interested submit applications for employment each semester and are invited to discuss their particular needs, abilities, and the existence of possible opportunities with the Director. Folders containing psychological test results and counselor's reports for each student are available and, if deemed necessary, additional tests may be readily given to determine the student's aptitude for a particular job.

The primary objective of the service is to aid students in financial need to secure part-time employment which will enable them to remain in school.

The secondary objectives include:

1. Helping students to secure part-time employment related to their field of study so that the work-experience will improve and enrich their progress. Employee requisitions are matched with the field of study as indicated on the students' applications. If none of the students who applied qualifies, members of the administration or faculty are requested to recommend students.

2. Helping students to develop personal responsibility by encouraging them to exercise initiative and giving them the incentive to fulfill the requirements of the market place. The student is referred to a job, but he must arrange for an interview and apply personally.

3. Developing favorable relationships with the business community of the Dayton area upon the basis of services rendered. Each student is given the responsibility of serving as a University public relations agent.

In order to safeguard the fulfillment of the University's primary purpose in the student's regard, certain controls are exercised over student employment through the following practices:

1. Positions are screened which expose the student to an unfavorable moral environment, or are especially hazardous, or are unduly fatiguing. Examples include jobs which require late night hours, such as cab driving, or work in bars, restaurants, and motels.

2. No referrals to permanent part-time positions are made to students on academic probation.

3. The student's academic progress and program of class hours are considered before any placement is made. Class hours and opportunity for study are discussed with the student in the light of the particular job requirements before referral is made.

Table 34 reveals the picture of the extent and progress of student part-time placement over the last six years.

Table 34. Student Part-time Employment: Comparative Years

	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59
Student Applications	764	833	988	834	931	1224
Employer Requisitions	243	377	566	480	323	437
Positions Available	606	883	1189	995	726	1145
Student Placements	506	637	774	669	576	924
Permanent Placements	—	426	595	496	421	652

The greatly increased activity during the past year may be accounted for through two main factors:

1. Local economic conditions have improved substantially; this is, of course, reflected in both full-time and part-time employment.

2. During the past year, the Data Processing Division of the Research Institute of the University has centralized the referral of potential employees through this office.

A brief explanation of activities within each of the classifications used in the foregoing table will shed some additional light on the picture:

1. Student Applications: - The number of students seeking part-time employment through the University office increased greatly this year. Increased enrollment is a factor, but it also seems that students are becoming more aware of the services rendered by this office. Part of the increase can also be attributed to the difficulties that students have in finding a job "on their own."

2. Employer Requisitions: - The number of employers using the office's services increased about one-third from last year. This was probably due to the fact that in soliciting this group the activities of the office were described for the first time.

3. Positions Available: - The number of positions available this past year was very close to the all-time high reached in 1955-56 and up more than 50 per cent from last year. Positions available increased more rapidly than employer requisitions because of the research project employment here on campus in which one requisition typically lists multiple openings.

4. Student Placements: - This category includes both temporary and permanent part-time and summer jobs. Some students, who for one reason or another have not received or do not want permanent employment, may receive as many as five different jobs in the course of a semester. This figure in the table is looked upon as the best measure of the work load of the Part-time Student Placement Office and the best index of the office's services to employers of the Dayton area.

5. Permanent Placements: - This number represents the students who secured satisfactory employment and who were currently employed at the end of each reporting period. It indicates that the employment provided

sufficient income to the students to meet their needs. The record peak in this category for the past year is particularly significant since it provides the best indication of success in fulfilling the office's primary objective of helping needy students secure employment that will enable them to continue their matriculation at the University.

Graduate Placement

The centralized Placement Service of the University functions for all students of the University except those in the Education Division who are preparing for elementary or high school teaching; these students are serviced separately through the Director of Teacher Placement within the Division of Education.

The work of the Placement Service is not merely to find "jobs" for students but rather to establish "careers;" hence, the emphasis is placed on evaluation and on vocational guidance. Both the primary purpose and the secondary purpose of the University are combined as a developing objective of the Placement Service through: (1) a vocational counseling service to students on a personalized and developmental basis, and (2) a contributing service to the welfare of industry and other agencies of the community and country.

The office of the Placement Service is staffed by: (1) a full-time Director of Placement, (2) full-time Assistant Director of Placement, and (3) a full-time office secretary. The work of the office is "year around" and includes the following phases of work:

1. Correspondence with industry throughout the country is continuously engaged in, and direct contacts with industry of the Dayton area are maintained.

2. Service to students through personal interviews and through specific counseling on careers is given constantly.

3. Organized system of campus interviews between students and representatives of industry is arranged. In support of the system, files are given to representatives of industry that include: (a) student's resume, (b) interview schedule, (c) a form for the company evaluation of the student after the interview. Folders are also maintained carrying: (a) company correspondence, (b) descriptive literature from the company, (c) student resumes, and (d) interview schedules.

During the past year, representatives from 229 different companies were accommodated on the campus with 2701 students signing for interviews. During the same period, 306 men were placed in the Dayton area alone.

The services of the Teacher Placement Bureau are available without cost to any student who qualifies for teacher certification through the University's Division of Education. The procedure followed for registration and placement is the following:

1. Sometime during his final semester at the University, the student may register with the Bureau. At this time he fills in one copy of a standard report form on The Prospective Teacher, and he provides the Bureau with one photo of himself (application size) which is affixed to the face of the form.

2. The Director of the Bureau collects letters of recommendation for the student from the listed names on the student's previous Application for Student Teaching.

3. One copy of the student's rating from the supervising teacher under whom the student did his student teaching is made and becomes a part of the confidential reports of the Placement Bureau.

4. Upon the request of the student or of a school superintendent or other hiring official of a school system, the confidential reports are forwarded to the appropriate school official.

5. Principals, superintendents, and others concerned in the contracting of teachers and the Director of the Placement Bureau are in constant contact, and for the most part the contact is personal.

6. While preference is extended to the local community, recruitment officers from other communities, within and outside the state, are accommodated through pre-arranged interview dates, announcements of which are made to the prospective graduates.

7. A file on Positions Available is kept with the secretary in the office of the Placement Bureau and is regularly utilized by both students and graduates. A bulletin board located directly outside the office of the Placement Bureau holds postings of all recent announcements on opportunities and openings within the various school systems.

One indication of the success of the University's teacher placement activity is given in the 147 replies made by recent graduates to a questionnaire which contained among other questions the following: "Have you been employed in actual teaching other than student teaching?" The responses given were 129 Yes, and 18 No. Of the eighteen who gave negative reply, most of them indicated they were housewife, or in military service, or engaged in graduate work.

Follow-up Program

The University maintains a friendly interest in and an informal follow-up of graduates through the Alumni Association, which has an active office located on the campus operated by a full-time Alumni Secretary. A perpetual record of all graduates is maintained and contact is kept alive both through the Alumnus Magazine and through the annual reunion.

Each year a follow-up of all women graduates is made through a standard questionnaire issued by the Dean of Women. This is in conjunction with the national survey of the National Vocational Guidance Association and the Woman's Bureau, United States Department of Labor, to which the University has been invited to participate as one of the 160 cooperating schools. The replies from the University's women graduates are analyzed and interpreted each year by the Office of the Dean of Women.

The most systematic program of a formal nature designed to follow-up on graduates is that conducted by the Education Division. This is made particularly conducive by reason of the concentration of graduates in the Miami Valley area. The Director of Teacher Placement explains the situation and the follow-up procedures as follows:

> Dayton and the adjacent communities are listed as a "critical area" as far as the need for teachers is concerned. The City itself has had an abnormal growth due to the rapid expansion of six local General Motors plants and other large industries as well as the ever growing Wright-Patterson Air Force operation. Where it was necessary for graduates to leave this section of the state several years ago to find suitable teaching positions, the graduate today is often under verbal contract long before he completes requirements for certification. For the time being, this critical shortage of teachers has resulted in the concentration of University graduates in more or less local areas, and this fact enables the follow-up people to do a better and more efficient job.
>
> Last year the State of Ohio certified 218 teachers of the University. During the first four months of the present academic year 142 of these teachers were visited in their respective classrooms. The majority of the others will be visited before the close of the year. A number of the above include members of the Society of Mary and other religious orders who are visited regularly by the respective Province supervisors in conjunction with the University program.
>
> In addition to the follow-up work with the graduate, a questionnaire is submitted to the supervising principal of each graduate. This is a confidential report, but the results are used in personal interviews and often serve as discussion material for staff meetings. During the interviews, graduates are requested to give a frank evaluation of the program of education offered with the Division. Much self-improvement takes place within the Division through cooperative staff self-evaluation that takes place in the weekly staff meetings.

GENERAL APPRAISAL

Recognizing that the University has as its primary concern the intellectual, religious, moral, social, and physical welfare of the students it serves and that the policies and their execution provide the indices to the effectiveness of the University's services, the following appraisal is made on this basis to yield a summary evaluation.

Student promotion policy of the University is on a high level, both in objectives and in practices. The University is indeed fortunate in having as its Director of Student Promotion a man who literally personifies the purposes of the Institution and is completely dedicated to the task of projecting them into his work.

The new freshmen are made acquainted with the University through a Freshman Week Orientation program arranged by the upper classmen. Each freshman class in each division is required to enroll in a divisional orientation course for the duration of the first semester. A special guidance booklet is also prepared for their use. It is felt that this phase of the University's activity is above average for schools of this kind, especially the extent of student responsibility for the execution of the program. Perhaps more guided leadership could be exercised through a faculty moderator and through administrational support, especially in the planning stages.

A very well defined counseling program is established to supplement the general counseling which is part of the orientation activities. This program is carried out on a divisional basis through the deans, department chairmen, and regular faculty. The enrollment is still small enough to permit regular contact between individual students and responsible members of the faculty and administration. The presence of a large number of priests on campus enhances considerably the effectiveness of such counseling with the clientele which is served.

It appears that the Guidance Center functions effectively in the discharge of its particular responsibility in the total guidance and counseling activity of the Institution. All entering freshmen and transfer students are given a test battery specifically designed for use of the division into which the student is admitted. Results of this test battery are made available to counselors at the Center as well as to divisional deans. Specific information derived from test results enable all advisers to give guidance to the student, to assist in placing him in the appropriate level courses, and to suggest, where needed, remedial help such as reading improvement. Occasionally, in cases where there is need, the tests are used to supplement other information utilized in determining action regarding admission to a particular division or to the University even though the tests are not designed as admission tests. Though test results are not distributed to the faculty, generally, it is possible for faculty members to secure information from the Deans' offices for specific use from time to time. In addition to this normal use of test results, the counselors at the Center are available for counseling service to all students throughout their entire college course.

The use of psychological tests for placement is well conceived and generally properly utilized by the directors of student programs. The daily availability of trained counselors at the Guidance Center is a strong asset for continuous orientation. However, it may be advisable to administer the Testing Bureau and the psychological services through two different chairmen; this move would accentuate accountability for carrying out the unique objectives of both services in closer keeping with the primary and secondary purposes of the University. It is also advisable that some steps be taken to afford entering freshmen from out of town the opportunity to receive vocational counseling before they enroll in an academic program.

The basing of admission requirements on the student's standing in the upper half of his class appears too tenuous for selecting clientele capable of succeeding in the University's academic programs. This observation is given additional weight when the heavy drop-out rate at the close of the freshman year is considered. It may be advisable to establish a cut-off level indicative of probability of success at the University on the basis of psychological tests used as entrance examinations, to which the other tests that serve the function of placement might be additionally utilized.

The University Guidance Center is professionally staffed and adequately trained to handle psychological counseling. However, most students tend to look upon the Guidance Center as only a place where they can turn for assistance in selecting a vocational goal. The whole teaching staff could be better informed on the tremendous asset the University has in this Center and on the scope of the Center's functions including, especially, counseling in personal and emotional problems. The staff, in turn, in connection with its own counseling of students, could refer a greater number of the more serious cases to the Center. Also, in order to serve its purposes more completely for its Catholic clientele, the University might well consider the possibility of having a priest-psychologist on the Guidance Center staff. Personnel of the Guidance Center in charge of psychological counseling, in turn, might do well to hold regular staffing sessions for the purpose of discussing cases and improving counseling technique.

The student academic records are in excellent condition and are given adequate protection in filing. While all official academic records are in the Registrar's care, each academic dean's office has rather complete working files. The examining committee did not find as comprehensive or well-kept records of non-academic activities of the students. The Division of Education records appeared to be most complete in this respect.

The various extra-class activities of the students -- academic, religious, and social -- are reasonably well organized and cover students in all divisions. Faculty members act as advisers to the different organizations, some of whom could show greater concern for harmonizing the operations of the particular activity with University purposes. While many of the activities are local, a number are affiliated with national organizations.

In the light of the dominance the religious element has in the purposes of the University, it is surprising to note the relatively small number of students participating in the religious organizations of the campus.

Immediate consideration should be given the feasibility of transferring as many as possible of the students' activities, both social and recreational, to the campus, even before the planned Student Activities Center becomes a reality.

On the whole, the program of extra-class activities appears to be well balanced, provides wholesome leisure time activity for the student body, and appears consistent with the University's purposes.

The design and supervision of the campus residence halls for students are predominantly good. Off-campus housing for women students is limited but well administered and painstakingly supervised. In the light of the large numbers of applications from out-of-town women students, the University would do well to consider the construction of a residence hall for women on the campus or near the campus.

The off-campus housing for men has presented some supervisory problems.

The recent provisions for delegation of clear-cut administrative responsibilities for the supervision of Gibbons Hall, the uniformity of rules and regulations for all three types of housing, the appointment of the Dean of Men and the Dean of Women as the administrative heads in charge of all housing respectively for men and women aided by full-time and capable assistants -- are all positive steps taken in the right direction. Strong representation of the housing personnel on the newly organized Student Welfare Council is an especially commendable move.

The University has brought about remarkably improved provisions since the time of the original self-survey (1956-57) in the health services extended to students. The most note-worthy of these provisions are the maintenance of a separate health center in Alumni Hall supervised by a staff of registered nurses 24 hours each day, utilization of new and complete equipment for clinical services, an attendant physician on contractual salary with the University and on duty each day of the week except Sundays, and the installation of a significant number of hospital beds. The progress made in this area has been most gratifying, and there is every reason to believe that these improved and enlarged services will steadily continue.

Although financial funds are limited, the University has an excellent policy for granting scholarships, grants-in-aid, and student loans. Most of these funds are obtained either from organizations connected with the University or from government subsidies. The recent significant increases in these funds is especially commendable.

In addition, better than average opportunity for part-time work is available both on and off campus. The program operated through the Director of Part-time Student Employment provides an excellent example of planned and concerted efforts to carry out both the primary and the secondary purposes of the University. The program is certainly effectively handled and is well guarded by carefully planned policy.

The University Placement Service for graduates operates effectively and in close adherence to the purposes of the Institution. The rapidly increased use made of these services by students attests forcefully the expert administration of the Placement Service.

The Director of the Teacher Placement Bureau has developed an excellent personal relationship with prospective employers and, at the same time, appears to be well acquainted with the students who are seeking positions. This is an ideal condition for facilitating the operation of a well-structured program in the placement of teachers.

The fact that the Director of Teacher Placement functions also as the school official taking care of the follow-up program of the Institution's teacher graduates proves to be a happy combination in view of the valuable interactions that take place between these two functions. These interactions help to integrate placement and in-service performance and cannot help but yield greater and more realistic services to the teacher graduates.

Since valid, long-run, and continuous evaluation of the purposes of the University requires research that goes beyond the boundary of the campus, it may be advisable for the University to consider the conducting of a regular and systematic follow-up program for all of its graduates.

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SECTION VIII

EXTENT TO WHICH THE UNIVERSITY IS ACCOMPLISHING ITS TASK

Several indexes pointing to the extent to which the University is furthering its purposes may be used. Among these are (1) results of questionnaires to staff members and students, (2) study of drop outs, (3) study of student achievements, (4) study of reports on services to the community.

Acceptance of Purposes

The committee investigating this area issued questionnaires to both the instructional staff and to a representative sampling of students.

Two different questionnaires were sent to all staff members of the University; the first was designed to determine the extent to which the University's purposes were known, and the second was aimed at discovering the extent to which the purposes were understood and accepted.

Both questionnaires were sent to all those involved in the achievement of the University's purposes, and not just to the instructional staff. Analysis of the replies revealed the following:

1. Of the 109 staff members who responded to the first questionnaire, 93 indicated knowledge of the *primary* purpose of the University; only 8 of the 109 staff members revealed vague or indefinite knowledge of the University's primary purpose. However, only 36 of the 109 staff members indicated full awareness of the University's *secondary* purpose (to serve the country and the local community in specialized capacities that fall within the area of its competency); a relatively poor response from part-time instructors and from staff members employed in research and services

probably accounts in large part for this abnormally low figure.

2. Of the 91 staff members who replied to the second questionnaire, 87 signified their acceptance of the University's primary purpose; 82 felt they were making a personal contribution to the achievement of the primary purpose; 75 regarded the study of philosophy as necessary for the attainment of the University's primary purpose, while 85 regarded the study of philosophy as essential for a liberal education.

A single questionnaire was administered to a representative sampling of students under controlled conditions. Composition of the representative sampling consisted of a group of 430 students chosen proportionally from each class, each Division, from among men students and from women students, from those resident in Dayton and those from out-of-town, and from Catholic and non-Catholic students.

The first question asked these students was the following: "Stated below in brief form are the official purposes of the University of Dayton. Put a check mark in front of those purposes which you accept and approve."

The student responses given in percentages are shown in the following table:

Table 35. Acceptance of University Purposes by Students

Stated Purpose	Percentage of Responses
To give its students a thorough Christian education	85
To develop completely and harmoniously all the capacities of its students -- religious, moral, intellectual, social, and physical	86
To give its students a broad liberal (or general) education	78
To prepare its students for various professions and careers	92

Table 35. (Continued)

Stated Purposes	Percentage of Responses
To develop a strong sense of social responsibility in its students and to train leaders	75
To serve the country in general and the local community in particular through research, specialized educational services, etc.	74

The second question was a direct follow-up on the foregoing one: "Go back to the list of purposes given above. If any of these purposes influenced you in any way to choose the U.D. for your college education, put a check mark in the parentheses behind the stated purpose(s)."

The percentage of students who checked off each stated purpose as one that provided some motivation for the student to enroll at the University runs as follows:

Table 36. Extent to Which Stated Purposes Provided Motivation to Students to Enter the University of Dayton

Stated Purpose	Percentage of Responses
To give its students a thorough Christian education	50
To develop completely and harmoniously all the capacities of its students -- religious, moral, intellectual, social, and physical	22
To give its students a broad liberal (or general) education	24
To prepare its students for various professions and careers	49
To develop a strong sense of social responsibility in its students and to train leaders	12
To serve the country in general and the local community in particular through research, specialized educational services, etc.	8

Since the time the above questionnaires to both staff and students were administered (April, 1957), the University has appointed a standing faculty committee on PURPOSES to engage in a continuous evaluation of the extent to which the professed purposes are understood, accepted, and adhered to. Since that time, the University has also adopted the following practices:

1. In the catalogue and in faculty and student handbooks the University's purposes are prominently displayed.

2. At the opening faculty meeting each year, the President reviews and gives a commentary on the University's purposes.

3. At the first student assembly of every academic year, the purposes of the University are reviewed and emphasized.

4. Annually, during at least one of the meetings of the divisional, departmental, and service agency staffs, the purposes of the University are reviewed in the light of their relationship to divisional, departmental, and service objectives.

5. The University makes it a matter of routine practice to inform anyone who applies for a position as a staff member -- whether such application be for a full or part-time teaching position or a position in administration, guidance, research, or special educational services -- regarding the purposes of the University and their implications. At the time the applicant is interviewed, the interviewer states clearly the purposes of the University, emphasizes their importance, and requests the applicant to acknowledge his acceptance of them. The subsequent signing of the contract is taken as the overt acceptance of the University's purposes and serves as premeditated agreement to carry out these purposes through the signee's contractual duties.

Relation of Purposes to Practices

An investigating sub-committee of the faculty endeavored to measure University practices against the professed primary purpose of the Institution and reported the following findings:

1. The University offers an adequate curriculum in theology and scholastic philosophy and requires all students to take courses in these disciplines.

2. The University holds regular chapel services and arranges other religious devotions. The remarkably good attendance at these services coupled by the obviously sincere religious spirit of these students attest gratifying fulfillment of the objective.

3. The University prescribes the recitation of the Lord's Prayer before each class, which is conscientiously carried out by the instructional staff.

4. The University sponsors several religious organizations which exert a powerful influence on the campus even though the number of students involved is relatively small.

5. The University provides religious literature through pamphlet racks and through libraries which are regularly used.

6. The University succeeds in maintaining a religious atmosphere on the campus.

7. The University has an impressive record of vocations to the priesthood and the religious life.

8. Students give abundant evidence of shouldering social responsibilities and exercising leadership through such activities as Freshman Orientation Week, Homecoming Parade, sponsoring of Spring Week, initiative in the school publications, and in the functioning of the social clubs.

9. The semester ratings given students on "Development of Personal

Traits" in some of the Divisions give clear indication of gradual but steady improvement in ethical, social, and character qualities. (These ratings are cumulative through the eight semesters and yield a clear picture of the extent of improvement for each student.)

Some of the above findings regarding the relation of purposes to practices are further supported by the following graduate and student replies to questionnaires:

1. In a questionnaire mailed to the 340 most recent graduates of the Education Division (limited to lay students, i.e. those not members of religious orders), 147 replied to the following question: "What course or courses proved most beneficial to you with regard to LIFE VALUES?" The courses receiving the highest number of mentions in the replies were: Philosophy courses (65), Psychology courses (35), Religion courses (29).

2. In the same questionnaire as referred to above, the following question was also asked: "What were the strong points in your college program?" The two answers which were most frequently given were: (1) Tireless, devoted, understanding professors and advisors; and (2) Religious training and sound moral values reflected in courses and environment.

3. In a questionnaire administered to a representative sampling of the student body, the following question was asked: "In your opinion, what is it that makes the University of Dayton superior to other colleges and universities?" The greatest number of answers given, by far, was: "Religion; Catholic atmosphere and morals."

4. In the same questionnaire as referred to above, the following question was also asked: "Are the extra-class activities important in your college program?" The affirmative responses amounted to 98 per cent.

All of the above give some tangible evidence of the consistency between the University's primary purpose and the ways designed by the University to carry out that primary purpose.

Grades, Scholarship, and Drop-Outs

At mid-semester and at the close of a semester, a report on every student in each of his classes is given by the instructor to the Registrar. Copies of these reports are given to the students and deans and are sent to the parents or guardians. The final grades of freshman students are also sent to their high school principals. At mid-semester, these marks are merely tentative and represent the progress made by the student. The final academic standing is determined only at the close of the semester.

Grades are based on daily work, tests and quizzes, and semester examinations.

The official marks with their meanings and quality point values are as follows:

A--Excellent	4 quality points*
B--Good	3 quality points*
C--Fair	2 quality points*
D--Passing	1 quality point*
F--Failed	0 quality point
W--Withdrew	0 quality point
I--Incomplete	0 quality point

*For each credit hour allowed for the course

The grades of A, B, C, and D entitle the student to four, three, two, and one quality points respectively, for each credit hour. The quality point average is found by dividing the total number of quality points by the number of credit hours carried by the student; a course for which a WP is received is not included, but a course for which a WF is received is included in the same manner as one for which an F is received.

To be in good academic standing, a student must have a semester point average of at least 2.00. A point average of 1.00 or less automatically causes the student to withdraw from the University. A point average between 1.00 and 2.00 automatically places the student on probation for the next semester. To remove probation, a student must earn a minimum point average of 2.20. If he fails to do so, he must withdraw from the Division in which he is enrolled.

The following two tables provide an interesting basis of comparison between the scholastic success of upperclassmen (sophomores, juniors, seniors) and the scholastic standing of freshmen as released by the Registrar's Office.

Table 37. Point Average Distribution for 1929 Upper-classmen
1st Semester, 1958-1959

Point Average	No. of Students	Total of Category	Percent of Total of Category	Point Average	No. of Students	Total of Category	Percent of Total of Category
4.0	30	First Honors 182	9.43%				
3.9	2			1.9	30	204	10.57%
3.8	36			1.8	78		
3.7	34			1.7	34		
3.6	40			1.6	34		
3.5	40			1.5	28		
3.4	53	401	20.78%	1.4	11	50	2.59%
3.3	48			1.3	16		
3.2	74			1.2	13		
3.1	83			1.1	6		
3.0	143			1.0	4		
2.9	53	514	26.64%	0.9	7	16	.82%
2.8	119			0.8	3		
2.7	96			0.7	1		
2.6	115			0.6	1		
2.5	131			0.5	4		
2.4	112	533	27.63%	0.4	1	29	1.50%
2.3	102			0.3	1		
2.2	113			0.2	1		
2.1	91			0.1	2		
2.0	115			0.0	24		

Table 38. Point Average Distribution for 1219 Freshmen
1st Semester, 1958-1959

Point Average	No. of Students	Total of Category	Percent of Total of Category	Point Average	No. of Students	Total of Category	Percent of Total of Category
4.0	4	First Honors 56	4.59%				
3.9	4			1.9	43	228	18.70%
3.8	7			1.8	49		
3.7	12			1.7	49		
3.6	12			1.6	57		
3.5	17			1.5	30		
3.4	17	152	12.47%	1.4	24	147	12.06%
3.3	19			1.3	31		
3.2	24			1.2	33		
3.1	36			1.1	33		
3.0	56			1.0	26		
2.9	25	219	17.97%	0.9	12	43	3.53%
2.8	50			0.8	12		
2.7	51			0.7	12		
2.6	49			0.6	5		
2.5	44			0.5	2		
2.4	56	309	25.35%	0.4	6	65	5.33%
2.3	53			0.3	5		
2.2	68			0.2	3		
2.1	62			0.1	1		
2.0	70			0.0	50		

When it is considered that, during the first semester of 1958-1959, 483 or 39.6 per cent of the freshmen achieved less than the required 2.00 average to be in good standing compared to the rest of the student body (the 1929 upper classmen, 299 or 15.5 per cent of whom achieved less than the required 2.00 average), it is realized that a large number of freshmen either experienced undue difficulty in the transition between high school and college or that the University's standards of admission are far below its apparently excellent scholastic standards.

An examination of the university-wide attrition from freshman to senior years as shown in Table 39 will shed some additional light on the same problem.

Table 39. Cumulative University-wide Rate of Attrition

Year	Total Freshmen Enrolled	Number of Students Dropping Out			Total Percentage Who Dropped Out by		
		Freshman & Sophomore Years	Junior Year	Senior Year	Sophomore Year	Junior Year	Senior Year
1952-53	737	260	64	39	35%	44%	49%
1953-54	823	228	97	40	28%	39%	44%
1954-55	974	264	146	34	27%	42%	46%
1955-56	1115	395	138	51	35%	48%	52%
1956-57	1245	369	278		29%	52%	
1957-58	1154	364			31%		
1958-59	1219						

Consequently, the cumulative drop-out rate from freshman year through the senior year appears to average approximately 48 per cent. In other words, according to present admission and scholastic standards of the University, of every 100 students who enroll, approximately 52 will graduate with a bachelor's degree.

According to random studies made by the Registrar over the past few years, the reasons for students dropping out are the following in the order of importance: poor scholarship, change of residence, and lack of finance. While the University is to be admired for its close adherence to its primary purpose through the high scholastic standards it maintains, nevertheless, the committee viewed with a degree of apprehension the large number of students forced to withdraw from the University because of academic failure.

Student Achievements

Perhaps the best index to the general extent and caliber of student achievements might be the following summary of selected recognitions extended to students during the Honors' Convocation held last May, 1959:

1. Students accepted into the priesthood and/or the Religious Life: 16.
2. Students receiving graduate fellowships, assistantships, or scholarships: 41.
3. Students accepted into graduate schools: 110.
4. Students meriting national honors for special achievement, e.g. "Outstanding Student Award" presented by the National Airborne Electrical Conference: 15.
5. Student delegates of campus organizations who actively participated in regional or national professional organizations: 56.
6. Student organizations that sponsored regional or national professional conferences on the campus: 7.
7. Student organizations that sponsored professional career programs on campus for high school seniors: 3.
8. Nationally prominent speakers who were invited to the campus through the sponsorship of student organizations: 12.
9. Students accepted into national honor societies: 45.
10. Undergraduates accepted into medical and dental schools: 27.
11. Cultural and professional services extended to high schools of the community and beyond by student organizations, e.g. University Choir, Men's Glee Club, etc.: 23.

National achievement tests are used infrequently at the University, and, thus, comparable performance of its graduates with graduates of other institutions is not genuinely measurable. Records of occupations of graduates, however, indicate that placement is certainly significantly correlated with the purposes of the Institution. The records available have been examined and indicate quite a satisfactory transfer of education and training to later vocations.

Since the establishment of the University Graduate Placement office, the demand for graduates and the records of placement reveal a healthy seeking of the University's product.

In addition, the continued gains in enrollment indicate that the University has established a good name for itself in the curricula it offers.

Services to the Community

As had been previously noted, the University has as its secondary purpose "to serve the local community and the country in specialized capacities that fall with the area of its competence." In adopting this as its secondary purpose the University has been fully aware that higher education today must go beyond the arbitrary limits of the conventional degree programs, that it must keep abreast with technical progress and the changes in modes of living, and that it must face the responsibility of supplying society with the type of leadership and the quality of specialized services which it is uniquely constituted to offer.

In accepting its responsibility to render this kind of continuing service to the community, the University has made use of three principal agencies on the campus, namely: the Division of Specialized Services, the Research Institute, and the Guidance Center (not including the University Graduate Placement Service, the Teacher Placement Bureau, and the Part-time Student Placement Office, which had been previously reported in Section VII of this report).

The Division of Specialized Educational Services

The objective of this Division is to utilize the physical and human resources of the University so that the intellectual growth of men in every walk of life might keep pace with the developments of science, technology, and social change. The Division serves as the medium through which the full-time faculty and the part-time staff members might channel their knowledge and experience so that these human resources might be brought to bear effectively on the solution to the complex problems of contemporary society. The Division endeavors to conduct programs that will facilitate the harnessing of material progress to make it serve man's social, cultural, economic, and religious needs.

On the belief that it should extend the resources of the University in direct service to every segment of the community, the Division specifically explores adult educational needs and then organizes and conducts specialized non-credit programs for business, industry, semi-public groups, the professions, and the general public.

That the need for such an organization was real is apparent in the growth-experience of this Division. In somewhat over three years, approximately 30,000 individuals have attended specialized programs. Management and professional personnel from nearly 350 organizations have been represented. Registrants have come from some sixty Ohio cities and seven states. The 1957-1958 period showed a growth of approximately 56 per cent over the first year, and the past year (completed June 30, 1959) saw another increase of over 60 per cent. Approximately 400 are enrolled during the present summer, and sixteen additional programs are already planned for the coming fall.

Table 40 will illustrate the University's attempt through this Division to develop a well-rounded program of specialized non-credit courses to meet the needs of the adult community. They are courses scheduled for the coming fall of 1959 and are designed to meet specific needs. Pre-requisites are held to a minimum and there are no examinations, grades, or credit. In most cases they serve to help practitioners do a better job.

Table 40. Community Service Offered by the Division of Specialized Educational Services for the Fall of 1959

Clientele	Course Title	Sessions	Day(s) of Week
C P A Candidates	C P A Coaching Course	23	Mon. Wed. and Fri.
Technical Writers	Technical Writers Institute	$1\frac{1}{2}$	Fri. and Sat. till noon
Anyone with a basic understanding of the principles of investing in stocks and bonds	Advanced Investment Seminars	6	Mon. Tues. Wed. or Thurs.
Sales managers, sales representatives, accountants and bookkeepers	Contracting with the Government (2 Parts -- 8 sessions this fall; 8 sessions next spring. Registration for either or both parts)	16	Tuesday
Small business management personnel	Part I Production Management for Small Business	6	Wednesday
	Part II Sales Management for Small Business	6	Wednesday
Production management personnel and industrial engineers	Managerial Mathematics	13	Thursday
Supervisory and middle management line personnel	Maximum Profits through Planned Control of Business Operations	8	Monday
Motor fleet management personnel	Motor Fleet Supervisory Training	10	Monday
The women	Home Economics Series	8	Wednesday
Retail sales and management personnel	Retail Management -- Principles and Policies	8	Wednesday
Treasurers, assistant treasurers, comptrollers, accountants, bookkeepers and office managers	Accounting Systems -- Design and Installation	8	Thursday

Table 40. (Continued)

Clientele	Course Title	Sessions	Day(s) of Week
Professional Engineer Candidates	Engineering Refresher Course	27	Mon. Wed. and Fri.
Anyone	Estate Planning Series	6	Tuesday
Supervisory personnel	Human Relations in Management	8	Wednesday
Accountants, bookkeepers and tax specialists	Federal Income Tax Return Preparation	7	Thursday
Sales managers, sales representatives, market research and customer service personnel	Industrial Market Research	7	Monday

Another example of the services rendered by the Division is the number of contracts for the Air Force alone covering the last four months (May 7 through September 10, 1959) involving the following:

Number of A.F. students served:	650
Number of courses:	15
Number of U.D. faculty participating:	20
Number of outside faculty participating:	2
U.D. departments involved:	Philosophy, Speech, Art, English Literature, History, Mathematics, Industrial Engineering, Economics, Psychology, Music, Geology, Business Administration, Physics.

The operations of the Division provide a telling example of the direct inter-play of the University and the community. There is no doubt that they have helped the University to become a more vital part of the community and to give literal expression to its motto: Pro Deo et Patria.

The Research Institute

An integral unit of the University, the Research Institute conducts and administers sponsored research that the University contractually agrees to perform for business organizations, trade associations, and governmental agencies. Through the performance of this function, the Research Institute contributes not only to the furtherance of the secondary purpose of the University but supports the primary purpose as well.

In support of the primary purpose of the University, the Research Institute through its sponsored research programs provides research opportunities for the students and the faculty.

The participation of students in research programs, under the guidance of highly trained supervisors, benefits both the students and their future employers. In addition to obtaining financial aid which enables them to continue their studies, the students acquire research techniques and valuable experience in the application of the fundamental principles learned in the classroom.

The sponsored research activity of the Research Institute provides members of the teaching faculty the opportunity to gain research experience and to keep in close touch with developments and current problems in their field of specialization. This experience and knowledge obtained by the teaching faculty enriches the quality of their teaching in the University classrooms.

In furtherance of the secondary purpose of the University, the Research Institute provides an agency through which the "country in general and the local community in particular" can more readily avail themselves of those physical and human resources that constitute the research capabilities of the University.

The Director of the Research Institute is charged with conducting the affairs of the Institute. A Research Council, composed of members of the University administration, aids the Research Institute in the formulation and implementation of its administrative and research policies.

An administrative staff assists the Director in the preparation and submission of research contracts, governmental and industrial security, personnel administration, purchasing and procurement activities, and property and financial administration of research projects.

The research services of the Institute are performed within the educational departments of the University and in the two Divisions of the Research Institute, namely: the Special Projects Division, and the Data Processing Division.

The operation of each Division is under the control of a full-time director who utilizes members of the teaching staff, students, and full-time appointees in performing the research services. Research projects concerned with a single discipline are normally performed by the educational department; whereas, the efforts of the two Divisions consist of research programs that are primarily multi-disciplinary in character. Table 41 shows the number of personnel appointees who serve on the staff of the Research Institute.

Table 41. Personnel Appointees (Fiscal 1957-1958)

Classification	Number
Full-time professional appointees	36
Participating teaching faculty	25
Full-time supporting personnel	52
Students	250

While research supported by the federal government accounts for the greater portion of the projects undertaken by the Institute, nevertheless, in reviewing operations for previous years, it is noted that industry-supported work has shown an increase of 105 per cent over the previous year compared to a 24 per cent overall increase. Table 42 shows the distribution of active projects during the 1957-1958 fiscal year.

Table 42. Active Projects, 1957-1958

Sponsor	Active 7/1/57	Initiated	Completed	Active 6/30/58
Government	26	18	14	30
Industrial	6	20	9	17
Total	32	38	23	47

The most feasible way to show the extent to which the Research Institute is contributing to the secondary purpose of the University is simply to select samples of the work currently being done within each of the two divisions and in each of the three departmental projects as follows:

1. The Special Projects Division. - A sample of the work of this Division is the project that deals with the evaluation of new and improved organic materials. In this connection, the Division co-sponsored a conference on "High Temperature Polymer and Fluid Synthesis." In attendance at this conference were appoximately 265 researchers associated with industry, government, and universities.

Another example may be cited in connection with two of the Division's many projects concerning aircraft structures; one is associated with the capability of aircraft to deliver atomic weapons, and the other is concerned with vulnerability to such weapons.

2. The Data Processing Division. - Although the major effort of this Division has been and continues to be concerned with the processing of scientific and engineering data, a program has been initiated more than a year ago to extend its activities to include the processing of business transactions and data. With the growing needs of today's business for more diversified rapid and accurate information, the University, in an effort to meet these needs, has established integrated data processing programs designed for the application of the electronic computer to business transactions. The increased use of paper tape recorders as an integral unit of business machines now provides small business with a means of obtaining a complete summary and tabulation of transactions within a matter of hours. Several computer programs have been established by this Division with good results.

The largest single project of this Division continues to be the flight load program started in 1949 for the Wright Air Development Center. The purpose of the program is to provide design criteria for Air Force vehicles by conducting a series of statistical studies on the actual loads experienced by operational aircraft under various service conditions. The Division collects the raw data at air bases scattered throughout the country and analyzes the results.

As a part of the infrared measurement program, the Division is currently reducing spectral signal data from Air Force missiles and attempting to correlate this data with known range and trajectory information. Another program involves a study of the distribution of frequency vs. amplitude of vibration in aircraft and the relation of these variables to actual in-flight conditions.

3. Department of Electrical Engineering Project. - This Project has been investigating the behavior of glass and ceramic electron tubes, transistors, and other semi-conductor devices. It has also undertaken antenna studies which involve the design of aircraft antenna, measurements on antenna radiation patterns, impedance, gain, and efficiency. Programs performed for local industry during the past year included a study of transient analyses on rotating electrical machinery and an evaluation on the insulation characteristics of motor armatures.

4. Department of Psychology Project. - For the past four years, the Psychology Project has been engaged in work of a supportive nature for the Wright Air Development Center. University students participating in psychological and physiological investigations have spent over 15,000 hours in the past year in studies relative to: g-forces on perception and performance, design and performance features of standard and experimental pressurized flight suits, ear protection devices, pursuit versus compensatory tracing factors, interpretation of radar data, effects of "anxiety" on performance, perception as affected by social isolation, discriminative reaction time and altimeter dial reading.

5. Department of Chemistry Project. - In April, 1958, the Chemistry Department initiated studies on the application of ion-exchange methods in the analysis of alloys. It is currently investigating the separation of metallic ion-exchange chromatography.

It becomes evident from reviewing all of the above that the objectives of the Research Institute not only support both the primary and secondary purposes of the University but have been implemented in such a way as to show an impressive record of achievement. At the same time, there is every indication that the Research Institute will continue to upgrade both the quality and type of research it undertakes. It is especially gratifying to note that the Institute is exploring further ways and means whereby its expanded facilities may be even better known and utilized by local industries and governmental agencies.

The Guidance Center

In addition to implementing the primary purpose of the University through its testing and guidance services as had been described in Section VII of this report, the Guidance Center also carries out the secondary purpose of the University through its Division of Field Testing Services by offering the country at large and the local community in particular the testing and follow-up services which it is uniquely equipped to provide. These services include not only the administration of tests but also the machine scoring of test results coupled by interpretations of results before the faculty of a school or before the administrative personnel of a whole school system. It also extends advisory services to schools or school systems regarding the choice of test batteries to enable the school to measure the factors in greatest need of measurement in consideration of the nature of the clientele it serves and the indigenous character of the school situation.

While the Center's Division of Field Testing Services extends its efforts primarily to the Dayton area community, it also responds to requests received from other parts of the country. During the past year it serviced institutions and school systems in nine different states (mostly in eastern and southern regions). More than 100,000 elementary and high school pupils in some 444 different schools were tested in these nine states. That this service is looked upon as a highly valuable one is attested by the increased number of entire school systems that have inaugurated the Division's program into their schedule.

Locally, many industrial concerns have taken advantage of the Center's services. Since personnel and management selection is a phase of the Guidance Center's operation, the interviewing, testing, and counseling of prospective employees or potential promotable employees are made available to local industrial or commercial companies.

Highly compatible working relations have been established between the University's Guidance Center and other community agencies. The State Bureau of Vocational Rehabilitation, Goodwill Industries, the Dayton Adult Psychiatric Clinic, the Dayton Child Guidance Center, the School Boards of Dayton, Oakwood, and Kettering, the cities of Xenia and Kettering, and the Nursing School of St. Elizabeth Hospital are some of the agencies that perennially utilize the Center's services.

Also, the Veterans Administration Testing Program in thirty Ohio counties is conducted through the facilities of the Guidance Center. Testing for veterans who are contemplating college or other type of training is included in this aspect of the Center's service.

The extent to which the Guidance Center is achieving the University's secondary purpose may be rated as truly excellent.

GENERAL APPRAISAL

The committee members investigating the extent to which the University is furthering its purposes are unanimous in their agreement that the Institution is doing a creditable job in meeting its goals. The faculty and administration know what the University's mission is, they accept it, they strive to accomplish it, and, in so doing, they meet with considerable success. The students, likewise, are aware of the University's mission and appreciate being part of the whole endeavor.

The University's provisions for guaranteeing awareness, acceptance, and fulfillment of its purposes are pointedly made, and they facilitate the exercise of responsibility by both staff and students for carrying out the purposes. They supply excellent practical measures for enabling the University to do what it is supposed to do.

The student records filed in the deans' offices appear to be generally adequate in view of the purposes for which they are kept. However, in some of the offices there is rather sparce information concerning extra-class activities of the students, particularly of memberships in organizations. Considering the importance which the University attaches to its primary purpose, the Institution might do well to draw up an evaluation scale based on its objectives (the smaller purposes that subserve the primary purpose) in order to appraise the extent to which each student prior to graduation has achieved the objectives. This device would also furnish valuable data for the self-evaluation of deans, counselors, and other staff members responsible for the direction of students.

The cumulative University-wide rate of attrition from freshman to senior years has been averaging approximately 48 per cent for the past six years. While the committee considered this satisfactory in view of the University's primary purpose, the members were, nevertheless, apprehensive about the comparatively large number of drop-outs in the freshman year. Since the study of the causes of drop-outs in the past has lacked a systematic and organized approach, little constructive action of an immediate nature can be taken to improve the instructional program from this point of view. It should be noted, however, that at present there is concern about this point and a new form including the cause of withdrawal has been introduced during the past year by the Registrar's Office. This form will yield objective data for studies in this area on the bases of which definite action may be confidently taken.

In the meanwhile, the University is alerted to the problem of the higher-than-average mortality rate among its freshman students. Amongst other things, it is considering the need to shoulder greater responsibility for the success of the students whom it admits, which would call, above all, for greater selectivity in its admission of students.

All of the available data gathered regarding student achievement point to results thoroughly consistent with the University's purposes. Even though this area of inquiry is difficult of measurement because of the many intangibles involved (and the human spirit is never measurable directly by means of scientific instruments), nevertheless, there is every indication that the University does provide "an academic atmosphere in which Christian principles of thought and action are the essential integrating and dynamic forces impelling the student to pursue, to cherish, and to disseminate what is true, good, and beautiful."

The University has often expressed a greater concern for sowing and nurturing than with reaping. While it sees its graduates leaving the environs of the campus, it realizes that its work is still not finished. The nurturing process must still go on, but the graduate must be prepared to care for this part of his continuing education (a life-long process) on his own. Unless the University inspires the graduate to keep growing and shows him how to do this, it has not truly fulfilled its purpose. And unless the graduate himself makes the effort and takes the means to continue to develop the knowledge and powers that have been nurtured within him by his Alma Mater, the effort of the University, in the same measure, has been in large part wasted.

There is ample reason to believe, however, that the work of the University has prospered in the lives of its graduates since the Institution feels itself richly rewarded in the many graduates who have become Christian leaders in religion, in teaching, in research, in the professions, business, politics, in civic life, and in home life. Because of the significance to the University to know just how its students are carrying out the Institution's mission in their after-school life, it becomes important for the University to keep in contact with its graduates by maintaining a well-organized follow-up program.

Abundant evidence is on hand pointing to the University's continuing successful achievement of its secondary purpose (to serve the country and the local community in specialized capacities that fall within the area of its competence). The facts of the past year alone reveal that: (1) the Office of Part-time Student Employment has serviced over 437 requests from business employers of the Dayton area; (2) the Office of Graduate Placement has accommodated 229 different companies on the campus for student-interviews; (3) the Teacher Placement Bureau has placed 219 certified teachers in school positions; (4) the Division of Specialized Educational Services has accommodated the needs of management and professional personnel from nearly 350 organizations and has serviced over 10,000 individuals attending the specialized programs; (5) the Research Institute has assisted government and industry by undertaking 70 different major research projects; (6) the Guidance Center through its Division of Field Testing Services has taken care of the testing and follow-up needs of some 444 different schools in nine different states.

This record speaks for itself in attesting the impressive extent to which the University is serving the country and the local community.

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RECAPITULATION

The University of Dayton operates as a part of the educational apostolate of the Society of Mary. It perpetuates the basic philosophy of Marianist Education by providing an academic atmosphere in which Christian principles of thought and action are essential, integrating, and dynamic forces impelling students to pursue, to cherish, and to disseminate what is true, good, and beautiful. It offers higher education in liberal, professional, technical, and business fields. The educational task of the Institution is clearly defined and all of the activities, instructional and extra-class, are closely geared to the stated purposes; these purposes, in turn, are well understood and accepted by both faculty and students.

The Institution is well managed and is to be complimented for its competent administrative and academic leadership. It is nicely situated in a friendly and aggressive modern city and has an attractive campus within easy reach of a large segment of the clientele it serves. The physical plant is adequate and, with a continuation of the current intelligent forward planning, should improve its facilities in the near future.

An enthusiastic and loyal faculty carries on an effective program of instruction which is recognized by the student body as well as by outside accrediting agencies which have inspected the Institution. The faculty enjoys a marked degree of academic freedom, and the administration has at its disposal a salary scale which is adequate for competition in the market for talented teachers. The presence of the Research Institute is a stimulus to both faculty and students. Recruitment, appointment, and promotional procedures appear to be quite satisfactory.

The curricula and instructional programs are closely geared to the purposes of the Institution and there appears to be little lost motion. The several accredited programs of study are a genuine strength and reflect the fact that curricula are well structured, scholarship is high, and student achievement good. The General Education program is rather precisely defined, and the uniformity among the divisions in following the integrating disciplines of philosophy and theology is particularly excellent.

The machinery for selecting, guiding, and activating students is good. Student clientele is good and has available faculty counseling as well as professional counseling service which is particularly suited to its needs. Student record keeping is excellent although records of graduates could be improved.

It is the opinion of the investigating committee members that the achievement of the students at the University is consistent with the goals of the Institution, that academic standards are high, that little lost motion is tolerated, and that the staff and facilities are equal to the tasks ahead.

RECOMMENDATION

It is recommended that the University of Dayton confidently go forward in planning to resume graduate work by initiating a new program of study at the Master's level.